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ABSTRACT

This document is the final report of a study of Black, unmarried adolescent fathers and matched counterparts designed to identify and describe quantitatively the difficulties they faced and their methods for solving the problems. The data were secured through a nonprobability sample of 38 fathers and 35 non-fathers in Washington, D.C. Data were collected in personal interviews with the use of an interview schedule which is included at the end of the report. It was found that differences between fathers and controls were minimal, and were only infrequently statistically significant. The ones that were significant suggested that unmarried Black adolescent fathers were more likely to be more trusting, to drop out of school, to be employed, and not to be church goers. The major problems faced by young fathers in this study were getting a job, parenting skills, and financial responsibility. The young fathers most often sought help from their families, especially their mothers. Based upon the findings in the report, it was recommended that more parenting agencies for adolescents provide services for young, unmarried fathers. This group needs massive outreach in order to get involved, and an agency's outreach program should extend to the fathers' male friends and families. (CG)

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Abstract

An exploratory study, of a limited population of Black unmarried adolescent fathers and their controls or matched counterparts, was conducted to identify and describe quantitatively difficulties they faced and their methods for solving them. Additional aims of the study were to identify and describe: (1) the sexual knowledge, attitudes, and practices of the subjects; (2) the attitudes of the young fathers toward fatherhood; (3) the relationship between the young fathers and the mothers of their first child; and (4) the ways that unwed Black adolescent fathers differ from unwed Black adolescent nonfathers.

The data for this study were secured through a nonprobability sample of thirty-eight (38) fathers and thirty-five (35) nonfathers in Washington, D.C. Data were collected from subjects in face-to-face interviews through the use of an interview schedule. Descriptive, Chi-square, and discriminant function analyses were used to identify and describe trends in the data.

The differences between the fathers and their controls were minimal, and were only infrequently significant statistically. The ones that were significant suggested that unmarried Black adolescent fathers were more likely than were the nonfathers to be more trusting, to drop out of school, to be employed, and not to be church goers.

Major problems faced by the young fathers in this study related to the following:

- o Getting A Job
- o Parenting Skills
- o Financial Responsibilities

Most often, the young fathers sought help with these problems from their families. The family member most frequently sought for help with a problem was the young father's mother. Based upon these and other findings included in this report, it was recommended that more parenting agencies for adolescents provide services for young unmarried fathers. What is needed to get young fathers involved, it seems, is assertive outreach. In addition to reaching out to young father, an agency's outreach program must extend to their male friends and to the families of the young parents.

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adolescent fathers and to the thirty-five (35) nonfathers who participated in the study, I owe a special thanks.

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Introduction and Statement of the Problem

Much of the literature that pertains to unmarried Black adolescent fathers lacks a control or a comparison group (Hendricks, 1979; Hendricks and Howard, 1979; Hendricks, 1979). With few exceptions (Card and Wise, 1978; Hendricks, 1982), little has been written about the differences between unwed adolescent Black fathers and their counterparts. Therefore, the present study was conducted to attend to this gap in the literature, and concomitantly to: 1) Alert the health and human service community as to the Black adolescent male who is most or leastly likely to become a young father; and, 2) to provide clues to the cause of unwed Black adolescent fatherhood and questions or hypotheses for further study.

Overall Objectives

The overall objective of this investigation is to document information that will be useful in the reduction or prevention of initial and repeated unwed Black adolescent paternity.

Specific Aims

The specific aims of this research are to identify and describe quantitatively the differences between a population of unmarried Black adolescent fathers and their controls on the following:

1. Sociodemographic characteristics
2. Problems they face
3. Ways they cope with their problems
4. Sexual knowledge, attitudes, and practices
5. Individual psychosocial competence.

Definitions of Key Terms

The following are definitions of the key terms relevant to this investigation:

1. Adolescent means a person whose age is between the onset of puberty and 21-years-old.

2. Adolescent father means a father or a father-to-be under the age of 21 years.

3. Adolescent non-father means a male adolescent who is not a father or a father-to-be- under the age of 21 years.

Review of Literature Pertaining to the Present Study

The studies reviewed here concern factors that pertain to differences between unwed adolescent fathers and nonfathers. The research focus of the studies covered ranges from an examination of the personality test restults from the MMPI to a comparative analysis of select psychosocial aspects of young fathers and their controls. This review of the literature is not intended to be exhaustive; however, care was exercise to include different kinds of studies to illustrate the variety of research previously undertaken and to present a generous sample of results obtained, since only a handful of these studies have been conducted.

Pauker (1971) was among the first to employ a control group in the study of young fathers. In a cross-sectional study, he compared the personality test results from the MMPI of ninety-four (94) ninth-grade males reported to have fathered children out-of-wedlock with the test results of ninety-four (94) ninth-grade males who were not unwed fathers. The study subjects and controls were selected through a non-random sample. The control group was matched with the unwed fathers for age, socioeconomic status, and school attended. The author concluded

that the unwed fathers were much more similar to their controls than they were different. With regard to these findings, there was no evidence that the author controlled for race; he did, however, control for the adolescence of the unwed fathers.

Another study using a comparison group of unwed non-fathers was carried out by Robbins and Lynn (1973). Their cross-sectional study was designed to test the following hypotheses:

1. There is a generation recidivisim between parents and sons.

2. Unwed fathers and nonfathers differ in attitudes about (a) responsibilities to their children; (b) sexual behavior; (c) contraceptives; and (d) marriage.

Subjects of the investigation, twenty-two (22) unwed fathers and twenty-two (22) unwed nonfathers selected via a purposive sample, were wards of the California Youth Authority. Ages of the unwed fathers ranged from 16 to 21 years; thirteen (13) were considered white, three (3) Mexican-American and six (6) Black. The control group was selected by matching the unwed fathers in ethnic identification and age. The ages of the twenty-two (22) nonfathers ranged from 16 to 21 years; fourteen (14) were white, three (3) were Mexican-American, and five (5) were Black. The subjects were interviewed individually.

The authors reported that the results supported their hypothesis that there is a generation recidivism in illegitimacy, that is, more unwed fathers than non-fathers were illegitimate; more siblings of unwed fathers have illegimate children than do siblings of nonfathers. In addition, it was reported that, with one exception, the results also supported the investigators' second hypothesis that unwed fathers and nonfathers differ in

certain attitudes. For example, more unwed fathers than non-fathers approved of their own children becoming unwed parents and of extral-marital sex, and disapproved of the use of contraceptives.

Unlike the previous investigators discussed here, Card and Wise (1978) examined data from a large prospective nationwide study (Project Talent) of high school boys and girls to document th long-term and short-term impct of adolescent childbearing on the parents' future educational, occupational, marital and childbearing lives. The study sample analyzed was drawn from members of the grade 9 cohort for whom five and 11-year follow-up data were available, and includes all respondents who became parents before their 20th birthday, plus a representative sample of classmates (the comparison group) who were not parents as of their 20th birthday. The authors were careful to note that their study documented the educational, occupational, marital and fertility consequences of a teenage birth for young mothers and fathers who first became parents in the late 1950's and early 1960's; and, that significant social changes have occurred since that time and these changes could possibly alter the consequences of adolescent childbearing for today's teenagers.

The findings from the study of Card and Wise (1978) suggest that the repercussions of teenage childbearing are long-lasting: The young parents acquire less education than their contemporaries; they are more often limited to less pretigious jobs and, the women, to more dead-end ones. Their marriages are less stable than are those of their contemporaries who postpone childbearing. Couples who become parents as teenagers expect to

have more children than they want. Moreover, all of the differences between adolescent parents and their classmates were greater for the young mothers than for the young fathers. The differences between teenage parents and their classmates diminished, however, but remained when socioeconomic status, race, and academic achievement, aptitude and expectations were controlled.

Of all the studies reviewed here, Hendricks (1982) was the only investigator to examine an all Black study populations. In an exploratory study of young Black fathers and their controls from Columbus, Ohio he analyzed:

- Select aspects of their social and psychological profile
- Problems they had and the ways they coped with them
- Their sexual knowledge, attitudes, and practices.

Hendricks (1982) reported the differences between the Columbus fathers and their controls were minimal, and only infrequently significant statistically. The ones that were important suggested unmarried Black adolescent fathers were more likely than were their controls to have an external locus of control, to drop out of school and to be employed. The salient findings in his analyses concerned those of locus of control and contraceptive use. The absence of feeling in control of one's destiny was more likely to be associated with non-contraceptors than it was with contraceptors. Furthermore, a linear discriminant function analysis revealed that Black adolescent males who are non-contraceptors were more likely as well not to believe in the use of birth control, not to believe that condoms help prevent

unwanted pregnancies, and not to be church goers. Also, this analysis showed that the likelihood that a Black adolescent male is a contraceptor or a non-contraceptor can be determined if his belief regarding the use of birth control, belief on whether condoms prevent unwanted pregnancies, and whether he attends church, are known.

None of the four studies reviewed earlier is entirely convincing. Collectively, however, they are more illuminating. For example, it may be seen from this literature review that young fathers are more similar to their counterparts than they are different; and, where differences do exist, they tend to be social and demographic. Clearly, it would have been more desirable if these varied outcomes and approaches had been used on the same as well as different populations of young fathers and their controls, or if different study designs had been used to investigate the same outcomes.

Methods of Procedures

The research design employed to achieve the stated aims of this investigation is known as the static-group comparison design (Campbell and Stanley, 1966). This pre-experimental design is one in which a group which has experienced X (for example, unwed adolescent fathers) is compared with one that has not (for example, single adolescent nonfathers), for the purpose of establishing the effect of X. This design was selected because knowledge of unmarried adolescent fathers, particularly that pertaining to the various ethnic groups (e.g., Blacks), has not been well described previously. Until there is a systematic body of knowledge concerning young fathers, and some of the more

important variables that influence unwed Black adolescent fatherhood, it would seem to be premature to design an experimental study.

Sampling Procedure

To obtain information necessary to achieve the stated aims, data were obtained through a nonprobability sample, that is, a sample so selected that it is not possible to determine the probability each case in the study population has of being included in the sample. Therefore, the data obtained through this type of sample are of limited use due to the difficulty of generalizing the data to larger target population. Basically, a nonprobability sample is not at a sample all, but could be regarded as a select population from which no statistical generalization to a large population can be made.

Study Population

Thirty-eight unmarried adolescent fathers and 35 adolescent males who were reported not to have fathered out-of -wedlock children were selected and identified by the Maternal and Child Health Social Service Staff with the Bureau of Maternal and Child Health, the Ambulatory Care Administration, Commission of Public Health in the District of Columbia's Department of Human Services. The process was facilitated by the young mothers enrolled in the Maternal and Child Health center clinics. These agencies provide non-residential comprehensive health, educational, and social services for the pregnant adolescent, her family, the father, and her baby. More specifically, the services included the following:

1. Nurse counseling and health education
2. Psychosocial counseling

3. Vocational guidance
4. Parenting education
5 WIC
6. Commodity Supplemental Food Program (CSFP)
7. Comprehensive health services
8. Follow-up social work
9. Outreach services
10. Referral services
11. Counseling for young fathers

Prior to the selection of the study population, an unmarried adolescent father was defined as an unwed male who was a father or an acknowledged father-to-be and under the age of 21 years. No limitations were placed on the number of children the young man may have fathered, although the questionnaire for this investigation was designed with the first child, fathered by the adolescent father in mind. An unwed adolescent nonfather was determined to be a male adolescent who was reported not to be a father or a father-to-be under the age of 21 years. In addition to these eligibility requirements, the subjects were required to be residents of Washington, D.C. The young fathers and the controls were matched as closely as possible for age and residential location. It was not known whether the girlfriends of the males comprising the control group had conceived but undergone an abortion or miscarriage.

Data To Be Collected

Data were collected from the subjects through the use of an interview schedule (see Appendix A). Age, family size, educational status, employment status, and religiosity were among

the social and demographic information collected from the study population. Open and closed-ended questions were used to obtain information from the unwed adolescent fathers concerning their sexual knowledge, attitudes, and practices, their attitude toward fatherhood, and their relationship with the mothers of their first child. With the exception of the information regarding fathers' attitudes toward fatherhood and the unmarried mother, the same information was obtained from the unwed adolescent nonfathers. Open-ended questions were utilized to enrich the understanding of the problems faced by both fathers and the nonfathers in this study. Also, closed-ended questions were used to obtain information, from both the fathers and nonfathers, concerning their psychosocial competence, that is, information regarding their self attitudes, world attitudes, and their behavioral attributes (Tyler, 1978).

A critical point in this investigation was the initial approach to the unmarried adolescent fathers and the nonfathers. The subjects were contacted in one of three ways: by telephone, by word-of-mouth, and by personal from the interviewers and from the social service staff of Maternal and Child Health of the Department of Human Services of the District of Columbia. As the subjects were contacted and their voluntary consent to participate in the present study secured (see consent form in Appendix A), appointments for structured interviews were scheduled at their convenience. Each subject was informed that all interview information would be kept confidential and anonymous. The subjects were told they could refuse to answer a question or discontinue their interview at any time. Data were collected by

two adult Black male and two adult Black female interviewers at the Maternal and Child Health Centers of the Department of Health and Human Services of the District of Columbia.

Summary of Analysis of the Data

Prior to performing any analysis of the data collected from the unmarried adolescent fathers, the interview schedules completed by the interviewers were edited by the principal investigator assigned to the study. The purpose of the editing was to amend any recording errors and to delete data that were obviously erroneous. Toward this end, each interview schedule was thoroughly reviewed by the editor (that is, to insure that 100 percent was obtained on each item). When it was discovered that a respondent had left an item blank, the adolescent father in question was contacted for completion of the omitted item. If for some reason the respondent failed to complete the item, then it was declared missing data. No adjustments were made for the missing data items. Once the interview schedules were edited, they were turned over to a data analysis assistant for coding. The data from the interview schedules were then keypunched onto cards, verified, and tabulated through the use of the computer facilities at Howard University in Washington, D.C.

Description of Data Analysis Methods

Both descriptive and dichotomous analyses were used to achieve the study aims. The first data analysis task was to determine the distributional characteristics of each key variable identified for the present study. In addition, the data were summarized in tabular form. When appropriate, a significance test will be used to summarize the relationship depicted in the various

tables in the results section of this report. No attempt was made to generalize the results of this investigation (based upon the various computed statistic) to other populations of Black unwed adolescent fathers because the study population was not selected randomly.

The investigator chose to use descriptive statistics in the study because these statistics are appropriate in non-experimental studies in which the researcher describes a sample without generalizing the findings beyond the sample. Clearly, then, an important limitation of descriptive statistic is that they are not designed for drawing inferences from a sample to a larger population. Since the intention here was not to generalize to a larger population, it seemed more promising to organize the collected data in a descriptive manner to make manifest possible relationships, proportions, trends, or tendencies, that is, to reveal the nature of the information that has been gathered on a sample of Black unwed adolescent fathers and nonfathers.

The reasons for using dichotomous analyses in the current investigation were to identify and describe trends in the data as accurately as possible, and to suggest hypotheses for future testing or research priorities. It is noted that dichotomous analyses have relative strengths and weaknesses. Among the more important advantages of dichotomous analyses is that they allow one to make elementary comparisons within narrow ranges of a confounder so as to reduce the counfoundedness. On the other hand, dichotomous categories without distinguishing gradations lack sensitivity.

Results

The results of this research are presented in five sections: Section I concentrates on the unmarried adolescent fathers of this study in terms of who they are, what they are like, what kinds of problems they have, and the ways in which they cope with their problems. Section II involves an examination of the fathers' sexual knowledge, attitudes, and practices. In Section III, question relating to the fathers' attitude toward fatherhood are examined. In Section IV, the relationship of the unwed adolescent fathers and the mothers of their first child are discussed. And, in Section V, the differences between the fathers and their controls are studied. It should be pointed out that throughout the presentation that follows, all statistical procedures were used solely as tools to describe the various relationships being investigated as they apply to the subjects under study.

SECTION I

Measurement and Analysis of the Unwed Adolescent Father: Who He Is, What He Is Like, What Kinds of Problems He Has, And The Ways He Copes With Them

1.1 Who He Is

A summary, in terms of who these young fathers are, is summarized in Table 1.1 and 1.2. Most of the fathers (92%) and their controls (83%) lived in either the Northeast or the Southeast section of Washington, D.C. Sixty-three (63 percent) of the fathers were 12 years old or less at the time of their first intercourse with a girl and they became fathers for the first time at age 18.2 years on the average. Also, these young fathers were likely to come from families with five (5) or more children and

TABLE 1.1

Percent Distribution of Young Fathers and Their Controls By Area of Residence

Residence	Fathers N	Fathers %	Nonfathers N	Nonfathers %
Northeast	20	53	21	60
Northwest	3	8	4	11
Southeast	15	39	8	23
Southwest	-0-	-0-	2	6

Table 1.2

Percent Distribution of Select Sociodemographic Traits Of The Young Fathers

Trait	N	%
Age at First Coital Experience With a Girl		
≤ 12	23	61
13-14	11	29
≥ 15	4	10
Family Size		
≤ 2	5	13
3-4	9	24
≥ 5	24	63
Presence of Father in Home		
Present	13	34
Not Present	25	66
Sisters Who are Unwed Mothers		
Yes	20	53
No	18	47
Brothers Who are Unwed Fathers		
Yes	18	47
No	20	53
Years of School Completed		
< 12	29	76
≥ 12	9	24
Current School Status		
In	19	50
Out	19	50
Employment Status		
Employed	18	47
Not Employed	20	53

where their fathers were not likely to be present in the home (66%). Moreover, there was a trend toward unmarried parenthood in their families. For example, fifty-three (53 percent) of these young fathers had sisters who were unwed mothers and forty-seven (47 percent) of them had brothers who were also unwed fathers. Thirty-seven (37 percent) of the fathers themselves were born out-of-wedlock. In addition, the young fathers of this study were not likely to be active church members (84) or to be employed (53%). With regard to their educational achievement, fifty (50 percent) of the fathers had dropped out of school and only 24 percent of them had completed 12 or more years of school.

1.2 What He Is Like

The findings were mixed in regard to what these young fathers were like. For example, most of them (75%) reported they were closer to their mothers when they were growing up and sixty-eight (68 percent) replied their relations with their family were happy. Even more salient were the findings that revealed a tendency for these fathers to be internally controlled (X = 36, S.D. = 3.04), trusting b(X = 79.3, S.D. = 14.7) and active copers (X = 48, S.D. = 2.9). In addition, most of the fathers (63%) reported their school performance was average, and at the same time, the data revealed they were not likely to have set any educational or career goals. Yet the data also revealed that most of the fathers (75%) were inclined favorably toward school, and most indicated that their teachers neither put them down (85%) nor indicated that they did not like them very much. Rounding out these mixed findings, it was observed also that 74 percent of the

fathers were likely to spend 3 or more days a week with friends either after school, work, or in the evenings.

1.3 Problems He Has And The Ways He Copes With Them

Two (2) open-ended questions were employed to gain insight on the problems faced by the young fathers. These were as follows:

> **Question I: "In your opinion, and from what you have seen yourself, what are some of the problems you have faced as a young father?"**
>
> **Question II: "When you ask someone for help with a personal problem, what types of problems do you discuss with them?"**

The replies by the young fathers to question I and II are summarized in Tables 1.3 and 1.4 Although the fathers faced an assortment of problems (Table 1.3), they were likely to involve a relationship (25%) or financial responsibilities (62.5%). With regard to the type of problems the fathers were likely to discuss with someone, they were likely to discuss problems concerning either relationships (27%), financial responsibilities (24%), or life's goals (18%).

To attend to the issue of how these young fathers handled their problems, they were asked the following two (2) questions:

- **"Whom would you go to first with a problem?"**
- **"If you had a personal problem, whom or where would you go to for advice or help?"**

Their replies are presented in Tables 1.5 and 1.6. From Table 1.5, it will be seen that these young fathers most often sought help from their families (84%) as opposed to friends (13%) or

Table 1.3

The Unwed Fathers Response To The Question: In Your Opinion, And From What You Have Seen Yourself, What Are Some Of The Problems You Have Faced As A Young Father

Problems Indicated By The Young Father	
"Getting a job."	"Hard to find a job"
"Financial problems."	"Having someone to love you."
"Spending money."	"Lack of parenting skills."
"Financial problems."	"Financial problems."
"Financial problems."	"Money."
"I work out my own problems I don't discuss them with others."	"Had to get a job."
"Not having too much time with my child."	"Not having enough money to support the baby."
"Mobilizing finances."	"Keeping up my responsibilities to the baby."
"Money."	"Financial problems."
"Money."	"School problems."
"Not enough money."	"Parents curse me out; financial problems."
"Problems with parents."	"A crying baby bothers me."
"None"[a]	

[a]Fourteen (14) gave this response.

Table 1.4

The Unwed Fathers' Response to The Question: When You Ask Someone For Help With A Personal Problem, What Types of Problems Do You Discuss With Them?

Types of Problems Indicated By The Young Fathers

"Being a father."	"Family problems."
"Whatever the problem is."	"When I'm ill and don't know what's wrong."
"Nothing in particular."	"Finances."
"How to better my life."	"Job."
"Problems with ladies."	"If something was wrong with the baby."
"School work."	"Money"
"Female relationships."	"What to do if sickness come."
"Problem with girlfriend."	"Having a hard time finding a job."
"Financial."	"Relationship with girlfriend."
"Money."	"School of problems."
"School."	"Decisions about my life."
"Problems with girlfriend."	Problems with the baby's support."
"Deciding on what to do with my life."	"Financial problems."
"Relationships with other people."	"Problems with other people."
"Problems about the future of myself."	"Making decisions about my life."
"Life"	"Money."
"Whether I should finish school or work."	"Getting into trouble."
"None"[a]	

[a]Four (4) fathers gave this response

Table 1.5

The Young Father's Response To The Question: "Whom Would You Go To First With A Problem?"

Subject's Response	N[a]	%
Family	31	84
Friends	5	13
Social Agency	1	3

[a]Missing data not included

Table 1.6

Young Fathers's Response To The Question: "If You Had A Personal Problem, Whom Or Where Would you Go To For Advice or Help?"

Subject's Response	N	%
Mother	19	50
Father	1	3
Mother or Father	3	8
Brother	3	8
Sister	1	3
Friend	3	8
Minister	-0-	-0-
Social Agency	-0-	-0-
Self	2	5
Other	6	15

social agencies (3%). The family member asked most often for help was the unwed adolescent fathers' mother (Table 1.6).

SECTION II

Measurement and Analysis of Sexual Knowledge, Attitudes, and Practices of The Unwed Adolescent Fathers

In Section II, the sexual and contraceptive knowledge, attitudes, and practices of the young fathers are examined. Topics covered in this section of the analysis include the following:

- o Sources of Sex Information
- o Knowledge of Sex
- o Attitudes Toward Sex Education
- o Attitudes Toward Sex, Contrception, and Pregnancy
- o Sexual Experience
- o Contraceptive Utilization

An analysis of each of these topics follows in the subsequent paragraphs.

2.1 Source of Sex Information

The young fathers were asked "When you first learned about sex, what was your main source of information?" Main sources of information about sex are listed in Table 2.1. Friends were the most frequent source (58%). Only 10 percent of the study population learned about sex from any one of his parents.

Table 2.1

Percent Distribution of Subjects According To Main Sources of Information On Sex

Source	N	%
Friends	22	58
Books	2	5
Mother	2	5
Doctor	1	3
Pamphlets	-0-	-0-
Teacher	2	5
Father	2	5
Films	3	8
Other	4	11

2.2 Knowledge of Sex

Six (6) statements were asked of the fathers to obtain information pertaining to their sexual knowledge. As noted in Table 2.2, a majority of the respondents (87%) knew that rubbers (or condoms) can help prevent unwanted pregnancies; fewer (84%) knew that rubbers can help prevent V.D. Although sixty-eight (68 percent) knew that a male's sperm lives less than one day inside a woman, only a little more than half (54%) knew that a douche is not a reliable method of contraception. While fifty-four (54 percent) of the subjects knew that even if a male practices withdrawal, his partner may still become pregnant; only thirteen (13 percent) could identify the time during the menstrual cycle when conception is most likely to occur.

2.3 Attitudes Toward Sex Education

The young fathers were asked about their view of sex education. It was expected they would place little value on sex education because it is commonly alleged that males "know all about it anyhow" (Vadies and Hale, 1977); however, ninety-five (95 percent) of the fathers indicated that sex education was not a waste of time (question 7, Table 2.3).

2.4 Attitudes Toward Sex, Contraception, and Pregnancy

Statements that were to be answered "true" or "false" were used to obtain information concerning the young father's attitude toward abortion, contraception, and sexuality. These statements are shown in Table 2.3. These items are the same as those employed by Vadies and Hale (1977) in their study of the attitudes of 1,017 adolescent males about abortion . The young fathers' rsponse to these items are summarized in Table 2.3.

Table 2.2

Percent Distribution of Correct Responses To Statements Concerning Sexual Knowledge

Statement	N[b]	%
A douche (girl washing herself after sexual intercourse) is a good method to prevent pregnancies. (F)[a]	20	54
A male's sperm lives less than one day inside a woman. (F)	25	68
Rubbers help prevent unwanted pregnancies. (T)	32	87
Rubbers help prevent V.D. (T)	31	84
A girl can most easily get pregnant just before her period begins. (F)	5	13
During sexual intercourse, if a male takes out his penis before coming, his girl may get pregnant anway. (T)	19	54

[a]Correct response contained within parentheses.

[b]Missing data not included.

Table 2.3

Percent Distribution of Subjects Responding True or False To Statements Exploring Attitudes Toward Sex Contraception, and Pregnancy By Statement

Statement	Fathers			
	True		False	
	[a]N	%	N	%
It's not right to use birth control.	9	24	29	76
It's O.K. to tell a gril you love her so that you can have sex with her.	8	22	29	78
If a guy gets a girl pregnant, it's her fault, not his because she should have protected herself.	2	5	36	95
If I got a girl pregnant, I would want her to have an abortion.	7	19	30	81
Birth control is for girls only.	18	47	20	53
Getting a girl pregnant proves that you're a man.	4	10	34	90
Sex education is nothing but a waste of time.	2	5	36	95
A guy should use birth control whenever possible.	15	39	23	61
My friends and I talk about the sex that we have.	17	46	20	54
If I got a girl pregnant, I would not want her to have an abortion because it's wrong.	27	71	11	19

[a]Missing values not included.

Attitudes Toward Abortion. Question 4 and 10 were used to assess the attitudes about abortion (Table 2.3). Eighty-one (81 percent) of the young fathers indicated that, if they were responsible for the pregnancy, they would not want a girl to have an abortion. Similarly, seventy-one (71 percent) of the fathers reported they would not want their sexual mate to have an abortion "because it's wrong". Those fathers opposed to abortion were likely to: Come from one parent families; not be in school; have completed less than 12 years of school; not have set any educational goals; not be employed; not be active church members; and likely not think that being a member of a church was an important part of their life.

Attitudes Toward Contraception. Questions 1, 2, 3, 5, and 8 directly or indirectly assessed the subject's attitude about contraceptive responsibility (Table 2.3). Ninety-five (95 percent) disagreed that pregnancy, when it occurs, is "her fault because she should have protected herself." A majority (53%) disagreed also that "birth control is for girls only." Those fathers disagreeing with this later statement were likely to have set educational goals for themselves (X^2 corrected = 6.86, df = 1, P = .011.

Seventy-six (76 percent) of the young fathers disagreed with the statement "It's not right to use birth control" (Table 2.3). These fathers tended to be school dropouts and while they were not active church members for the most part, they did, however, tend to believe in prayer. Only 39 percent agreed that "a guy should use birth control whenever possible". (Table 2.3). A majority of those fathers agreeing were likely to have set

educational goals and although they were not likely to be active church members, they were likely to listen to religious services over radio or television (X^2 corrected = 2.70, df = 1, P = .10).

Attitudes Toward Sex and Pregnancy. The young fathers' attitudes toward sex and pregnancy are shown in Table 2.3. Seventy-eight (78 percent) disagreed with the statement: "It's ok to tell a girl that you love her so that you can have sex with her". The fathers who had completed less than 12 years of school disagreed most with the statement.

It has been reported in the literature that young males find sex important because it affirms their masculinity (Nelson and Segrist, 1976). To the question: "Getting a girl pregnant proves that you are a man," ninety (90 percent) disagreed.

Sharing Sex information With Peers. Since peer group is a source of affirmation and approval (Vadies and Hale, 1977), it is important to know whether the subjects shared the fact of sexual activity with their friends. To question 9, "my friends and I talk about sex we have, "forty-six (46 percent) indicated they shared their experiences with friends. These fathers tended to have completed less than 12 years of school.

2.5 Sexual Experience

The fathers means age at the time of their first sexual intercourse with a girl was 10.6 ((S.D. = 3.4), with a range from age four (4) to fiften (15) years. This sexual experience was likeliest to occur in either his home (47%) or the girl's home (32%). Forty-five (45 percent) of the young fathers in this study were eleven (11) years old or younger when they had their first sexual experience. All of the fathers reported having their first

coital experience before the age of sixteen (16) years. And, after this first sexual experience with a girl, the fathers were likely to report they felt either satisfaction, happiness, or pride (68%), rather than confusion (32%).

Table 2.4 shows the distribution of the young fathers by age at first sexual intercourse with a girl. Sixty-one (61 percent) of the fathers had their first sexual intercourse at age twelve (12) years old or less; twenty-nine (29 percent) at thirteen (13) to fourteen (14) years of age; and the rest at the age of 15 years.

As reported earlier, the mean age of the young fathers at the time of the birth of their first child 18.2 (S.D. = 1.52), with a range from age fourteen (14) to twenty (20) years. Thirty (30 percent) of them were 17 years old or younger when they fathered their first child; forty-nine (49 percent) had fathered their first child at eighteen (18) to nineteen (19) years of age; and the rest at twenty (20) years of age. The majority of these fathers had fathered their first child between the ages of fourteen (14) to eighteen (18) years (See Table 2.5). Although the fathers' paternity was likely to have been unplanned (76%), they did not expect to have more than 2.2 children on the average (S.D. = 1.3), nor did they want to have more than 2.3 children on the average (S.D. = 1.3).

2.6 Contraceptive Utilization

These young fathers were just as likely to use contraceptives (50%) as they were not too (50%). When these young men did use a contraceptive, it was most likely to have been a rubber or condom (60%). The main reason given by the adolescent

Table 2.4

Percent Distribution Of The Respondents According to Age At First Sexual Intercourse With A Girl

Age	N	%
≤ 12	23	61
13	8	21
14	3	8
15	4	10

Table 2.5

Percent Distribution Of The Young Fathers According To Age At Birth Of Their First Child

Age	N[a]	%
≤ 16	4	11
17	7	19
18	11	30
19	7	19
20	8	21

[a]Missing value not included.

fathers for using contraceptives was to keep their girlfriends from getting pregnant. Among the more frequent responses for not using contraceptives include the following:

- o "Don't want too."
- o "Young ladies don't like for me to use them."
- o "I have faith in my girlfriend."
- o "I just haven't given it any thought."
- o "Don't believe in it."
- o "Because I like the real feeling."
- o "I don't like them."
- o "I feel uncomfortable using them."

In addition, sixty (60 percent) of the unmarried adolescent fathers reported, that the very last time they had sex with a girl, neither of them use any kind of birth control to cut down the risk of the girl becoming pregnant.

Section III

Measurement and Analysis of the Attitudes of the Unwed Adolescent Father Toward Fatherhood

Section III presents a discussion of the young fathers' attitudes toward fatherhood. Since it is commonly thought that adolescent fatherhood is a mistake, the fathers were asked to respond to the question: "Right before your first child was born, how ready did you feel to be a parent?" Most of the fathers responded they were either "very ready" (27%) or "somewhat ready" (49%); the remainder of the young fathers reported they were either "somewhat unready" (19%) or "very unready" (5%). These responses were compared to those given for the question "Knowing

what you know now and looking back, how ready would you say you really were at the time?" These comparisons are shown in Table 3.1. The data revealed the fathers to be less ready to be a father after the birth of their child (54%) than they were before the birth of their child (76%). Even so, ninety-four (94) percent of the young fathers indicated they were concerned about their child's future.

The following questions were used to address the young fathers' feelings toward the responsibility of the pregnancy:

1. "How did you feel when the mother of your child told you she was pregnant?"
2. "Do you want to help support the baby (or child) now or when you are able to in the future?"
3. "Did you want to get the mother of your first child pregnant?"

The responses of these questions were tabulated into headings representing a positive attitude or a negative attitude toward bearing the resposibility of pregnancy. To question 2, ninety-seven (97 percent) of the fathers reported they either wanted to support their child "now" or "sometime" in the future. In contrast, to question 1 (51%) and 3 (60%), a majority of the fathers indicated they held negative attitudes toward bearing responsibility for the pregnancy. Despite these negative attitudes, ninety-two (92 percent) saw nothing wrong with having a child out-of-wedlock.

Similarly, seventy-six (76 percent) of the fathers did not think fathrhood had affected their education; nor were they likely to think that being a young father had affected their career plans (60%); however, this may be due in part because these young

Table 3.1

The Young Fathers' Perception of Readiness for Parenthood Before and After Birth of Child

Perceived Readiness	Before Birth N[a]	Before Birth %	After Birth N[a]	After Birth %
Very Ready	10	27	5	19
Somewhat Ready	18	49	9	35
Somewhat Unready	7	19	6	23
Very Unready	2	5	6	23

[a]Does not include missing data - some were fathers-to-be at the time of the interview.

fathers tended not to have set any educational or vocational goals for their future (53%).

Seven questions were asked of the fathers to ascertain their awareness of their legal and social benefits pursuant to paternal acknowledgement. Regarding paternity determination, seventy (70 percent) of the fathers indicated their paternity had not been legally decided, although sixty-two (62 percent) of them were aware of their rights to a lawyer in a paternity suit if they could not afford one; eighty-four (84 percent) reported they were aware that blood tests are used in determining who is the father of a child; and, sixty-eight (68 percent) stated they were aware that a probability of fatherhood could be calculated accurately as a result of a blood test. Although these fathers were not likely to go to a social worker for help with a personal problem, fifty-one (51 percent) of them, however, indicated they would seek out a social worker if they wanted to know about their rights as a father and the rights of their child. Moreover, seventy-six (76 percent) of these fathers reported they would be willing to participate in a program that explained paternal rights and provide related decision making alternatives and choices. Part of the reason for their willingness to participate may be due in part to a majority of them believing (76%) that their rights and those of their child, should be the same as those of a married father and his child.

Section IV

Measurement and Analysis of the Relationship Between The Unwed Adolescent Fathers and the Mothers of Their First Child

In Table 4.1, it will be observed that, both prior to and after the pregnancy of the mothers of their first child a majority of the fathers perceived their relationship with the mothers of their children to be one of love. Similarly, it will be observed in Table 4.2 that a majority of these fathers said they believed the mothers of their first child felt the relationship between them was one of love. Further support for these findings may be noted in that seventy-eight (78 percent) of the fathers responded in the negative to the question: "Do you see serious problems in the current reltionship between you and the mother of your first child?" Those fathers who gave positive answers to this question described their problems as follows:

- "Grandmother takes control over kid."
- "Girlfriend's mother."
- "Mother's attitudes."
- "We don't go out like we use to."
- "Paternity suit."
- "No money."
- "Mother wants to date other fellows."
- "We argue a great deal...because she can't see me as much as she'd like."

The data, as expected, revealed that the unwed mother was more likely to have responsibility for caring (44% vs 14%) and disciplining (43% vs 5%) the child than were the young fathers. With respect to the child, the young fathers neither tried to

Table 4.1

The Father's Perception of The Relationship Between Them And The Mothers of Their First Child Before And After The Mothers Became Pregnant

Character of Relationship	Before Pregnancy N[a]	Before Pregnancy %	After Pregnancy N[a]	After Pregnancy %
Love	24	65	24	65
Friendship	7	19	7	19
Casual	6	16	6	16
Hostile	- 0 -	- 0 -	- 0 -	- 0 -

[a]Missing data not included

Table 4.2

The Father's Perception of How They Believed The Mothers of Their First Child Regarded Their Relationship Before and After The Mothers Became Pregnant

Character of Relationship	Before Pregnancy N[a]	Before Pregnancy %	After Pregnancy N[a]	After Pregnancy %
Love	28	76	30	81
Friendship	5	13	2	5
Casual	4	11	3	8
Hostile	- 0 -	- 0 -	2	5

[a]Missing data not included.

influence the mother of their first child's decision to keep the baby (51%), nor to influence her on whether she would put his child up for adoption (95%), or to influence her on whether she should have had an abortion (81%).

Section V

Measurement and Analysis of The Differences Between The Young Fathers and Their Controls

The results of this section are presented in three parts: Part I concentrates on select aspects of the social and psychological profile of the young fathers and their controls; Part II involves an examination of the problems faced by the subjects and the ways they coped with them; and in Part III, questions relating to the respondents' sexual knowledge, attitudes, and practices are examined.

5.1 Measurement and Analysis of Select Aspects of The Social and Psychological Profile of The Young Fathers and Their Controls

Represented in Tables 5.1 and 5.2 are the main sociodemographic variables chosen to describe the subjects in this study. It will be observed in those tables that the unmarried adolescent fathers and their matched counterparts were more similar than they were different on the variables selectd to describe them. Nevertheless, three (3) significant differences were observed between them. First, the data revealed (Table 5.2) that the young were least likely to be church goers than were the nonfathers (P = .08). Secondly, it was found that the young fathers were more likely to be employed than were their controls (P = .06). Thirdly, it was shown that the fathers were more

Table 5.1

Percent Distribution of Select Sociodemographic Traits of the Young Father and Their Controls

Trait	Father N	Father %	Non-father N	Non-father %	P-Value
Age at first coital experience with a girl.					
≤ 12	23	61	22	69	NS
13-14	11	29	10	31	
≥ 15	4	10	-0-	-0-	
Family Size					
≤ 2	5	13	8	23	NS
3-4	9	24	6	17	
≥ 5	24	63	21	60	
Prsence of father in home					
Present	13	34	16	46	NS
Not Present	25	66	19	54	
Sister who are unwed mothers					
Yes	20	53	13	37	NS
No	18	47	22	63	
Brothers who are unwed fathers					
Yes	18	47	11	31	NS
No	20	53	24	69	
Years of school completed					
< 12	29	76	31	89	NS
≥ 12	9	24	4	11	
Current school status					
In	19	50	29	83	
Out	19	50	6	17	.001
Employment status					
Employed	18	47	9	26	.06
Not Employed	20	53	26	74	
Income					
≥ 10,000	5	13	8	23	NS
7,000-9,999	28	74	22	63	
≤ 6,999	5	13	5	14	

Table 5.2

Percent Distribution of Responses To The Religiosity Measures By The Young Fathers And Their Controls

Religiosity Measure	Fathers [a] N	Fathers %	Non-Fathers [a] N	Non-Fathers %	P-Value
Are you an active member of any church?					
Yes	6	16	12	34	.08
No	31	84	23	66	
Do you listen to religious services over the radio or television?					
Yes	23	61	17	50	NS
No	15	39	17	50	
Do you sometimes pray, either privately or with family?					
Yes	30	79	25	71	NS
No	8	21	10	29	
Do you listen to religious music?					
Yes	25	66	21	62	NS
No	13	34	13	38	
Do ideas you have learned sometimes help you understand your own life?					
Yes	33	87	30	86	NS
No	5	13	5	14	

[a]Missing data not included.

likely to be out of school than were the nonfathers (P = .001). Of those fathers who were not attending school at the time of their interview, fifty (50 percent) of them, as opposed to seventeen (17 percent) of the nonfathers, had dropped out, that is, completed less than twelve (12) years of school and were not attending any type of school at the time of their interview.

Other findings pertaining to differences between the fathers and their controls revealed they were more likely to be disciplined by their mothers than were the nonfathers (X^2 corrected = 5.50, df = 2, p = .06). Moreover, the fathers were more likely to be disciplined for staying out late (X^2 = 5.07, df = 2, p = .07) and for not doing their homework (X^2 = 4.62, df = 2, p = .10) than were the nonfathers. The fathers were almost as likely to be disciplined for delinquent acts through corporal punishment (46%) as they were likely to be disciplined through various means of non-corporal punishments (54%). Nonfathers, on the other hand were, more likely to be disciplined for delinquent acts (63%) through various means of corporal punishments.

With regard to their individual psychosocial competence, no differences were found between the young fathers and their controls except for their "world-attitudes", that is the competent person maintain a stance of moderately optimistic trust as a basis for developing a pattern of constructive interaction with the world (Tyler, 1978). The data revealed that the fathers were more likely to be trusting ($\bar{X}$ = 79.3, S.D. = 1.47) than were the nonfathers ($\bar{X}$ = 8.57, S.D. = 12.0). This difference was significant statistically at alpha equals .05.

To understand more about the differences observed between the young fathers and their controls, a discriminant function analysis was conducted to determine which of the significant variables that is, employment status, school status, and church attendance were most important in differentiating fathers from nonfathers (2 = 0.17; Canonical Correlation = 0.54; X^2 = 21.42, df = 5; P = .001). The variable that contributed most to the differentiation between the fathers and nonfathers was school status, that is, whether the subject was attending any type of school at the time of his interview (See Table 5.3).

As a check of the adequacy of these variables in predicting a Black adolescent male's status as a father, the author used discriminant function analysis as a calssification technique. It has been pointed out that, by classifying the cases used to derive the discriminant function in the first place and comparing predicted group membership with actual group membership, one can empirically measure the success in discrimination by observing the proportion of correct classification (Nie et al., 1975). The results of the classification analysis are illustrated in Table 5.4. It will be observed that seventy-four (74 percent) of the "grouped" cases were classified correctly. Nevertheless, these selected variables explained only twenty-nine (29 percent) of the variance in predicting unmarried adolescent fatherhood. The amount of variance explained by this set of variables was obtained by squaring the Canonical Correlation Coefficient 0.54.

Table 5.3
Discriminant Function Analysis for Discriminating Between the Unmarried Adolescent Fathers and Their Controls

Variables	Standardized Discriminant Function Coefficient	P-Value[a]
School Status	0.7983	< .001
Church Attendance	0.3678	.06
Employment Status	0.0681	NS[b]

[a]Level of significance (F - test)

[b]Not significant

Table 5.4

Classification Results for Predicting Unmarried Adolescent Fatherhood

Actual Group	N[a]	Predicted Group Membership 1 N	1 %	2 N	2 %
Group 1 Fathers	36	26	72	10	28
Group 2 Nonfathers	31	7	23	24	77

Percent of "Grouped" Cases Classified Correctly: 74.63%

[a]Missing values not included.

5.2 Problems He Has and The Ways He Copes With Them: A Comparative Analysis of The Young Fathers And Their Controls

The nonfathers, as were the fathers (in Section 1.3 of this report), were asked about problems they faced as well as the types of problems they discussed with someone when they had a personal problem. Problems relating either to family members, peers, school, and employment were among the more frequent responses given by the controls in terms of the problems they faced as nonfathers. Other problems encountered by them included the following:

- o "Sex problems"
- o "Almost becoming a father"
- o "Being on my own"
- o "Trying to figure out what I'm going to do in the future"
- o "Girlfriend has a kid and it's not mine"
- o "Acne"
- o "Getting into trouble with the police"
- o "Drugs"
- o "Not enough girls"

Eleven (11 percent) of the controls indicated they did not face any problems.

In contrast, ninety-one (91 percent) of the controls indicated they did discuss problems with others when they had a personal problem. The problems likely to be discussed include problems relating to: Relationship with girls, sex and money. Problems discussed by the controls less frequently include the following:

- Trouble with police
- School
- Family problems
- Problems with social life
- Coping with people
- Jobs
- Immoral thoughts
- Problems at home
- Life
- Problems with peeers
- Illness

The controls were likely to handle these problems by turning to a family member (See Table 5.5). The member sought out most was likely to be the nonfather's mother (Table 5.6).

No statistical differences were observed between the young fathers and their controls in the manner that they chose to handle the assortment of problems they were confronted with as adolescent males (Table 5.5). Similarly, a comparison of the subjects' responses to the question: "If you had a personal problem, whom or where would you go to for advice or help?", revealed that a majority of them would go either to their mother of father for advice of help (Table 5.6). For both the fathers and their controls, the person asked to provide assistance most was their mothers; however, the nonfathers were less likely to do so than were the fathers ($X^2 = 8.73$, df = 1, P = .001).

5.3 Sexual Knowledge, Attitudes and Practices: A Comparative Analysis of The Young Fathers and Their Controls

Main Source of Sex Information

The unmarried adolescent fathers and their controls were asked "When you first learned about sex, what was your main source of information?" It will be observed in Table 5.7 that a friend was most likely to be the main source of sex information for the fathers than for the nonfathers ($X^2 = 9.23$, df = 1, P = .001).

Table 5.5

Young Fathers and Their Controls' Responses to the Question: "Who Would You go to first with a Problem?"

Subject's Response	Fathers[a] N	%	Non-Fathers N	%	P-Value
Family	31	84	30	86	NS
Friends	5	13	5	14	
Social Agency	1	3	-0-	-0-	

[a]Missing data not included.

Table 5.6

Young Fathers and Their Controls' Response to the Question: "If You Had a Personal Problem, Whom or Where Would You go to For Advice or Help?"

Subject's Response	Fathers N	Fathers %	Non-Fathers N	Non-Fathers %
Mother	19	50	6	17
Father	1	3	4	11
Mother or Father	3	8	4	11
Brother	3	8	5	14
Sister	1	3	- 0 -	- 0 -
Friend	3	8	2	6
Minister	- 0 -	- 0 -	1	3
Self	2	5	6	17
Social Agency	- 0 -	- 0 -	- 0 -	- 0 -
Other	6	15	7	20

Table 5.7

Percent Distribution of the Young Fathers and Their Controls According to Main Source of Information on Sex

Source	Fathers		Non-Fathers	
	N	%	N	%
Friends	22	58	8	23
Books	2	5	5	14
Mother	2	5	4	11
Doctor	1	3	-0-	-0-
Pamphlets	-0-	-0-	1	3
Teacher	2	5	7	20
Father	2	5	3	9
Films	3	8	2	6
Other	4	11	5	14

The nonfathers were virtually as likely to learn about sex from a friend (23%) as they were from a teacher (20%). Furthermore, only four of the fathers and seven of the nonfathers indicated they learned about sex from either their mother or fathers.

Knowledge of Sex

Six (6) statements that were to be answered "true" or "false" were used to obtain information pertaining to the sexual knowledge of the young fathers and their controls. These statements are shown in Table 5.8. A chi-square analysis showed no statistically significant differences between the fathers and nonfathers in their responses to those statements. Nevertheless, the findings suggested the subjects may have some gaps in their sexual knowledge. For example, only thirteen (13 percent) of the fathers and twelve (12 percent) of the nonfathers could identify the time during the menstrual cycle when conception is most likely to occur.

Attitudes Toward Sex Education

The young fathers and their controls were asked about their view of sex education (Table 5.9). Ninety-five (95 percent) of the fathers and ninety-one (91 percent) of the nonfathers reported that sex education was not a waste of time.

Attitudes Toward Sex, Contraception, and Pregnancy

Statements that were to be answered "true" or "false" were used to get information concerning the subjects' attitudes toward abortion, contraception, and sexuality. These statements and the subjects' responses to them are shown in Table 5.9.

Attitudes Toward Abortion. Questions 4 and 10 were used to assess the attitudes about abortion (Table 5.9). Eighty-one (81

Table 5.8

Percent Distribution of Correct Responses to Statements Concening Sexual Knowledge of the Young Fathers and Their Controls

Statement		Fathers		NonFathers		P-Value
		[b]N	%	[b]N	%	
A douche is a good method to prevent pregnancies.	(F)[a]	20	54	20	59	NS
A male's sperm lives less than one day inside a woman.	(F)	25	68	25	76	NS
Rubbers help prevent unwanted pregnancies.	(T)	32	87	33	94	NS
A girl can most easily get pregnant just before her period begins.	(F)	5	13	4	12	NS
Rubbers help prevent V.D.	(T)	31	84	24	71	NS
During sexual intercourse if a male withdraws his penis before coming, his girl may get pregnant anyway.	(T)	19	54	14	42	NS

[a]Correct response contained with parentheses

[b]Missing data not included

Table 5.9

Percent Distribution of The Young Fathers and Their Controls Responding True or False to Statements Exploring Attitudes Toward Sex, Contraception, and Pregnancy by Statement

Statement	Fathers				Non-Fathers				P - Value
	True		False		True		False		
	[a]N	%	N	%	[a]N	%	N	%	
It's not right to use birth control.	9	24	29	76	12	34	23	66	NS
It's o.k. to tell a girl you love her so that you can have sex with her.	8	22	29	78	9	26	26	74	NS
If a guy gets a girl pregnant, it's her fault, not his because she should have protected herself.	2	5	36	95	8	23	27	77	.07[b]
If I got a girl pregnant, I would want her to have an abortion.	7	19	30	81	7	20	28	80	NS
Birth control is for girls only.	18	47	20	53	19	54	16	46	NS

Table 5.9 (continued)

Statement	Fathers				Non-Fathers				P - Value
	[a]True		False		[a]True		False		
	N	%	N	%	N	%	N	%	
Getting a girl pregnant proves that you're a man.	4	10	34	90	2	6	33	94	NS
Sex education is nothing but a waste of time.	2	5	36	95	3	9	32	91	NS
A guy should use birth control whenever possilbe.	15	39	23	61	18	53	16	47	NS
My friends and I talk about the sex that we have.	17	46	20	54	22	63	13	37	NS
If I got a girl pregnant, I would not want her to have an abortion because it's wrong.	27	71	11	29	21	60	14	40	NS

[a]Missing values not included.

[b]Corrected for continuty.

percent) of the fathers and eighty (80 percent) of the nonfathers indicated, if they were responsible for the pregnancy, they would not want a girl to have an abortion. The nonfathers, however, were less likely to report they would not want their sexual partner to have an abortion "because it's wrong" (60%) than were the young fathers (71%). The difference here was not statistically significant.

Attitudes Toward Contraception. Questions 1, 3, 5, and 8 directly or indirectly assessed the fathers and their controls' attitudes about contraceptive responsibility (Table 5.9). The fathers were more likely than were the nonfathers to disagree that pregnancy, when it occurs, is "her fault because she should have protected herself" (P = .07). More fathers (53%) than nonfathers (45%), however, disagreed that birth control is for girls only. This difference was not statistically significant.

The young fathers were more likely (76%) than were the nonfathers (66%) to disagree with the statement "It's not right to use birth control (Table 5.9). In contrast, the nonfathers were more likely (53%) than were the nonfathers (39%) to agree with the statement that "a guy should use birth control whenever possible". These differences, however, were not statistically significant.

Attitudes Toward Sex and Pregnancy. The young fathers and their controls' attitudes toward sex and pregnancy are revealed in Table 5.9. Seventy-eight (78 percent) of the fathers and seventy-four (74 percent) of the nonfathers disagreed with the statement: "It's ok to tell a girl that you love her so that you can have sex with her." Furthermore, neither the young fathers nor their controls found sex important because it affirmed their

masculinity as the data revealed that ninety (90 percent) of both the fathers and nonfathers disagree with the question: "Getting a girl poregnant proves that you are a man". But, the nonfathers were more likely (63%) than were the fathers (46%) to talk about their sexual experiences. This difference was not statistically significant.

With regard to the nonfathers, seventy-one (71 percent) of them responded in the negative to the question, "How do you think you would feel if a girl you had sex with told you she was pregnant?", fifty-one (51 percent) of the fathers responded in the negative. The difference here was significant statistically (X^2 - 3.05, df = 1, P = .08). Further, sixty (60 percent) of the fathers said no to the question, "Did you want to get the mother of your first child pregnant?" When asked a comparable question, that is, "Do you think you would want to get a girl pregnant?", eighty-nine (89 percent) of the nonfathers responded in the negative. The difference here also was found to be statistically significant (X^2 corrected = 6.42, df = 1, P = .01). Despite these negative responses, a majority of the fathers (97%) and a majority of the nonfathers (91%) indicated they would want to provide support for their child.

Sexual Experience

The nonfathers were slightly more likely (69%) than were the fathers (61%) to have had their first sexual intercourse at age twelve (12) years or less. A majority of the fathers (82%) and a majority of the nonfathers (88%) had their first sexual intercourse with a girl by the time they were 13 years old; and, for both the fathers (79%) and the nonfathers (81%), their first

sexual experience was likely to have taken place either in his home or hers. More nonfathers (91%) than fathers (68%) were likely to report they felt either satisfaction, happiness, or pride after their sexual intercourse with a girl. The remaining subjects reported they felt either dissatisfaction, guilt, or confusion.

Contraceptive Utilization

The fathers were less likely (59%) than were the nonfathers (63%) to use contraceptives during sexual intercourse. Statements such as "Dont't want too" or "I feel uncomfortable using them" were among the more popular responses given by the fathers for not using contraceptives when they had sex. When either the young fathers (60%) or the nonfathers (65%) used a contraceptive, it was most likely to have been a rubber (or condom); however, both the fathers (60%) and the nonfathers (56%) were likely to report that the very last time they had sex with a girl, neither of them use any kind of birth control to cut down the risk of the girl becoming pregnant.

Discussion and Conclusions

This report presents two interrelated analyses of the data involving a limited population of unmarried Black adolescent fathers and their controls in Washington, D.C. One deals with a separate analysis of the fathers in terms of: 1) who they were, what they were like, and the kinds of problems they faced; 2) their sexual knowledge attitudes, and practices; 3) their attitudes toward fatherhood; and 4) their relationship with the mother of their first child; the other analysis deals with differences between the young fathers and their controls.

Unwed Adolescent Fathers: Who He Is, What He Is Like, What Kinds of Problems He Has, And The Ways He Copes With Them.

When the fathers investigated here were compared with fathers studied by the author in Tulsa, Oklahoma, Chicago, Illinois, and Columbus, Ohio during 1979, it was noted they were more similar than they were different on the main socio-demographic variables chosen for this investigation. Nevertheless, important differences were found to exist among the fathers. Young fathers of Tulsa and Washington, D.C. were more likely to be 18 years old or older at the birth (or conception) of their child than were either the fathers in Chicago or Columbus who were more likely to be 17 years old or less P = .001). Unlike the Tulsa fathers, however, the Washington fathers were more likely to have had their first coital experience with a girl at an earlier age P = .10). Additionally, the comparison of the fathers studied here, with those studied by the author in the cities mentioned above, revealed that young fathers in both Washington, D.C. and Chicago were less likely to be employed than were those fathers in Tulsa and Columbus (P = .05). Perhaps the reason for this observation is these two cities may have had more favorable employment opportunities for Black teenage males than did the city of Chicago and Washington, D.C.

When taken together, these findings provide suggestions for the focus of program services for those interested in developing social services for unmarried Black adolescent fathers. These data would suggest that at least two (2) categories of young fathers may be in need of human services: those who are 17-years-old or younger and those who are 18-years-old or older.

It has suggested in the literature that because of their limited education, their general inability to cope with financial responsibilities, and their level of emotional or social maturity, young fathers 17-years-old or younger are likely to need counseling and supportive services to meet their new situation as a father (Howard, 1975). The literature would suggest also that fathers 18-years-old or older are likely to have a different set of concerns from those 17-years-old or younger (Howard, 1975). These concerns may range from problems of youthful parenting and, in some cases, of youthful marriage to legal consequences from possible charges of stautory rape.

Although the fathers faced a variety of problems, these problems were more likely to have involved life goals, relationships, and meeting financial responsibilites or some combination of these. In seeking help for their problems, these young fathers were likely to seek out a family member. Usually, this person was the younger father's mother. These findings are consistent with those reported for the fathers studies in Tulsa, Chicago, and Columbus (Hendricks, 1982). What these findings would suggest is that program administrators should guard against stereotyping young fathers and their service needs.

Sexual Knowledge, Attitudes, and Practices of The Fathers

Sources of Sex Information. A majority of the fathers surveyed learn about sex from friends. These findings are consistent with what others have reported in the literature regarding sources of sex information. (Lancet, et al., 1978; Masland, 1978; Finkel and Finkel, 1975). Parents of the subjects

were used infrequently as a source of sex information. This finding may have resulted in part because parents may be reluctant to discuss sexual matters with their children (Shapiro, 1980).

Knowledge of Sex. In line with the findings of other reports (Elster and Panzarine, 1980), the data reported here suggest these fathers may not be well informed in sexual matters. For example, forty-six (46 percent) of the fathers did not know that a douche is not a reliable method of contraception. Furthermore only thirteen percent could identify the time during the menstrual cycle when a girl is most likely to get pregnant. This latter finding is supportive of those reported by Finkel and Finkel (1975).

Attitudes Toward Sex Education. Sex education was thought by the majority of these fathers not to be a waste of time. This finding is in accord with a similar result reported by Vadies and Hale (1977). These authors reported that eighty-four (84 percent) of their sample felt that sex education was not a waste of time. The authors did make clear whether their subjects had sex education prior to participating in their study. It is possible these fathers' view on sex education in such a potentially positive light may have been influenced by their prior experience in a sex education program.

Attitudes Toward Sex, Contraception, and Pregnancy. The majority of all fathers studies thought it was wrong to tell a girl they loved her in order to have sex with her. Three-fifths of the subjects in Vadies and Hale's (1977) sample thought the opposite. The difference here may be influenced by whether the relationship between the young male and female was casual or

stable. Also, the difference may have been influenced by the variance of such factors as age, religion, education, employment, and race in the two samples. Subjects in the Vadies and Hale sample included Black, white, and Hispanic adolescents. Cultural norms and beliefs are throught to influence the perception of sex roles and sexuality (Johnson and Staples, 1979).

Regarding attitudes toward abortion, the findings revealed a marked sentiment against abortion. These results support those reported by Vadies and Hale (1977) that Black adolescent males tend to disapproved of abortion. The reason for the strong anti-abortion bias of this group of unmarried adolescent fathers may have been due in part to their relationship with the mothers of their children being more meaningful than is commonly assumed.

Some credence is given to this observation as it was found that most of the fathers disagreed that pregnancy when it occurs is "her fault because she should have protected herself." Moreover, most of the subjects disagreed with the statement "It's not right to use birth control." This latter statement is at variance with the results reported by Vadies and Hale (1977) for this same statement. These differences in results may be due in part to the nature of the sample population. Vadies and Hale (1977) did not specify whether their subjects included any unmarried adolescent fathers. If they were not included in their sample, then it may be speculated these subjects' inclination toward sharing contraceptive responsibility with the female would be associated with their not wanting to add to their responsibilities as a young father.

Sexual Experience. Relative to their sexual experience, the data suggested the fathers were precocious in so far as their mean age at the time of their first sexual intercourse with a girl was 10.6 years. Seventy-nine (79 percent) of the time this experience was likeliest to occur in either the young father's home or the girl's home; and the young father was likely to report that he felt either satisfaction, happiness, or pride. Moreover, forty-six (46 percent) of the respondents indicated they shared the fact of their sexual activity with peers. This would suggest that peer pressure may provide some of the impetus for sexual activity among these young fathers. While sharing knowledge of sexual experience with friends may not be causally related to the need to have sex, it is an area of reserach that needs to be developed in order to understand fully the forces motivating adolescent males toward sexual activity (Vadies and Hale, 1977).

Contraceptive Utilization. Regarding contraception, fifty (50 percent) of the fathers reported they did not use contraceptive when they had sexual intercourse. Similarly, the fathers were almost as likely to be for sharing contraceptive responsibility with a female (53%) as they were against it (61%). Obviously, there in an inconsistentency in their statements about being responsible and the way they behave. Where this inconsistency is found in future research efforts, it needs to be pursued.

Attitudes of the Unwed Adolescent Fathers Toward Fatherhood

Several findings shedded light on the fathers' attitudes toward fatherhood. The data revealed that the fathers were less

ready to be a father after the birth of their first child than they were before the birth of their first child. If may be they became more aware of the deleterious consequences that tend to be associated with adolescent paternity (Earls and Siegel, 1980; Furstenburg, 1976; Caughlan, 1960). Even so, ninety-four (94 percent) of the fathers indicated they were concerned about their child's future. Moreover, ninety-two (92 percent) of them reported they would support their child "now" or "sometime" in the future. Although most of the fathers (92%) saw nothing wrong with having a child out-of-wedlock, a majority of them reported they held negative attitudes toward bearing responsibility for the pregnancy.

Also, these fathers were not likely to think fatherhood had affected their education; nor were they likely to think that being a young father had affected their career plans. But as the data suggested, these findings may be due in part because, it was found that these fathers tended not to have set any educational or vocational goals for their future.

Answers to questions regarding the fathers'legal rights revealed, for the most part, they were likely to have informally acknowledged their paternity rather than to have had it adjudicated or decided legally. In addition, these fathers believed their rights and those of their child were the same as those of a married father and his child. While these fathers were not prone to seek out a social service agency for help, fifty-one (51 percent) of them indicated they would seek out a social worker if they wanted to know about their rights as a father and the rights of their child. Perhaps human service agencies attract

more young fathers for service if they were to provide legal assistance regarding their rights as a young father.

The Relationship Between the Unwed Adolescent Father and the Mothers of Their First Child

Analysis of the data pertaining to the relationship between the young fathers and the mothers of their child suggested that the realtionship between the two of them appeared to have been one of love. This findings supports the works of other that point out that the relationship between young unwed parents may be more meaningful than one might suspect (Pannor, et al., 1965; Sauber and Rubinstein, 1965). Pannor, et al, (1965) noted, however, that such relationships are progressively redefined, becoming more realistic as casework with the couple proceeds.

A Comparative Analysis of the Young Fathers and their Controls

The differences between the Washington fathers and their controls were minimal, and were only infrequently significant statistically. The ones that were significant suggested that unmarried Black adolescent fathers were more likely than were their control to be more trusting, to drop out of school, to be employed, and not be church goers. These results are consistent with those from Card and Wise (1978), in which they pointed out that boys who father a child during adolescence achieve less formal education than do classmates who postpone parenthood; and the notion that parenthood causes teenage boys to enter the labor force earlier than do their peers (Elster and Panzarine, 1980). When these results are take in together, they support the conclusion suggested by other investigators, that is, the differences that do exist between the fathers and non-fathers tend

to be social and demographic (Pauker, 1971; Card and Wise, 1978; Elster and Panzarine, 1980).

Limitations of the Study

Consideration must be given to the limitations of this study that relate to the usefulness of the results. The firts point is that the questions comprising the inteview schedule may have been worded in such a way as to elicit socially desirable answers from the subjects. Moreover, the questionnaire items used to measure the study variables tended to be global and imprecise, so that caution must be used in the application of terms and concepts. Other reasons that the data may be biased include the following: the subjects were selected in a nonprobability manner; they were paid for their interview; and the sample size is small. The small number of subjects decreased the potential influence of the actual findings on the knowledge base about unmarried Black adolescent fathers, especially with regard to the various ages of adolescents. As Chilman (1978) has noted, it makes a difference whether the adolescent is aged 12, 13, 14, or 15 years, and the like.

Strengths of the Study

Careful consideration also must be given to several strengths to this study. The first one is the effort to study the sexual development, attitudes, and behavior of Black unmarried adolescent fathers. Within the literature, few investigators have intentionally studied unwed adolescent fathers, and even fewer have studied Black adolescent fathers and their matched counterparts. This has happened because young unwed fathers have proved to be an exceptionally difficult group to reach. Another

strength is that the majority of the items comprising the interview schedule for the current study were items that have been used by other researchers investigating adolescent sexual behavior and unwed fatherhood (or example, Pannor, et al., 1965; Robbins and Lynn, 1973; Vadies and Hale; 1977, Lancet, et al., 1978).

A final strength is the selection of a population of Black unwed fathers. This has resulted in findings that are not confounded by race. Moreover, findings from studies on other populations are often applied to Blacks without verification that the findings do, indeed, apply to Blacks. Perhaps the failure of some of the data outcomes of this study to agree with those of other studies is a reflection of the differences represented by race, social class, or values.

Policy Implications

Several policy implications for program planning and implementation by social service and public health agencies have emerged from this research. For example, only a few of the subjects indicated they would seek out a human service agency for advice or help with a problem. What is needed to get them involved, it seems, is assertive outreach (Pannor and Massarik, 1968).

Judging by the findings reported here, reaching out to unmarried Black adolescent fathers can be complex undertaking since they appear to have various needs of varying complexity. Therefore, it is suggested that those desiring to reach out to these fathers start out small and grow. An examination of the socio-demographic findings suggest that one way to start would be to offer practical help to the young fathers. One practical way

of helping these young men would be to offer them tutoring which would prepare them to return to school or to achieve a high school general equivalency diploma (GED). Since a majority of the fathers were unemployed, vocational counseling, training, and placement are other kinds of practical assistance that may be used to attract a young father to an established agency. It has been pointed out that those who work with young fathers note that, unless a worker is able to help resolve the young man's practical problems, it is difficult to focus on many other less visible but important problems (Howard, 1975).

Meeting the practical needs of young fathers may require a ifferent approach by an agency. Given that these fathers tended to receive sex education first from a friend and that they tended to spend three or more days a week with their peers after school, or work, or in the evenings, the use of peer counselors may be one such approach. Through contacts in pool halls, basketball games, and recreational centers, these counselors could be helpful to human services professionals in opening up communication among these fathers so that such matters as fathers' rights, sex education on, the role of a father, and consumer education can be discussed freely. Some investigators would caution, however, that these counselors must not be "just a pal" (Howard, 1975; Johnson and Staples, 1979). They suggest that even if the counselor meets the fathers in their own environment, they want to feel that he is not just one of them but has something special to offer.

In meeting the practical concerns of young Black fathers, human service workers may be aided by the mothers of the fathers. For example, these data show the mothers of the young Black

fathers were valued as sources of social support in that they were sought frequently by the fathers to help them with their problems. One speculation as to why mothers of young fathers were valued as sources of social support is that they combine expert knowledge with the greatest investment of all persons in their son's well being (Gottlieb, 1975). To the extent that this is true, involving the mothers or the parents may make the task of reaching young fathers easier.

Moreover, these data indicated that a majority of these fathers perceived their relationship with the mothers of their children to be one of love, and they expressed a keen interest in their children's future. If outreach efforts were predicated on the interest that young fathers have for the young mothers and their children, child welfare workers might witness more of it, and at the same time they might have more success in reaching out to young fathers. Once young fathrs are involved in an agency program, it is critical, practitioners assert, to serve them after as well as before the birth of the baby (Howard, 1975).

One of the main policy implications to emerge from this research relates to the findings that revealed sexual activity had begun for a majority of the subjects by thirteen (13) years of age. Obviously, then, sex education offered in high school comes late. The author joins with other researchers who are calling for comprehensive and early sex education programs in the schools as well as other social institutions (see Finkel and Finkel, 1975; Vadies and Hale, 1977; Lancet, et al., 1978; Shapiro, 1980). If agencies and institutions serving family planning needs were to offer young fathers comprehensive sex education programs that

emphasize contraceptive responsibility, a lower incidence of repeat unmarried adolescent fatherhood could result.

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Appendix A

Consent Form And Interview Schedules

CONSENT FORM

Name of Principal Investigator: Leo E. Hendricks, Ph.D.

Name of Respondent: _____

Address: _____

I have given consent to have this information released to the Institute for Urban Affairs and Research. I understand that it is voluntary and in no way affects the services that I am now receiving. I also understand that all information given will be kept confidential and will be used only for research purposes. I further understand that results of this study will be available to me upon request.

I understand that if I do not wish to participate, it will not affect my ability to obtain health care. I am aware that I am free to withdraw this consent and discontinue participation in this project at any time.

I have read the above statements and any questions I had, have been answered.

_____ _____

Auditor-Witness Signature

If you have any questions at any time that you would like to discuss, call the Institute for Urban Affairs and Research at 686-6770 or the Vice President for Health Affairs at 636-7470.

Fall 1980

HOWARD UNIVERSITY
MENTAL HEALTH RESEARCH AND DEVELOPMENT CENTER

UNMARRIED ADOLESCENT FATHER STUDY
WASHINGTON, D.C.

CONFIDENTIAL INTERVIEW
(FATHERS)

I.D. # _____ 01-02/

Date of Today ____ ____ 03-06/
MO DAY

Introduction: Hello. I'm (your name). I am working with a group who is studying adolescent fathers. I would like to invite you to help by participating in this study.

We'd like very much for you to help us by answering some questions about you and your family, about problems you face as a young father and the ways you handle them, and about your sexual knowledge, attitude, and practices. You may at any time refuse to answer a question. It will take about an hour to answer these questions.

All the information you give us will be kept confidential. Your name will not be used to report any of the results to persons you may come in contact with at our agency.

If you're willing to help us with this study, I'd like you to sign this agreement to answer questions after you have read it.

If you do not wish to participate, it will not affect your ability to obtain health care.

(SHOW CONSENT FORM)

CARD 1

First of all, I would like to ask you a few general questions about you and your family.

1. What is your date of birth? ___ ___ ___ 07-12/
MO DAY YEAR

2. How many brothers and sisters do you have? _____ 13-14/
NUMBER

3. When you were growing up did you live with both your father and mother? YES - 2 NO - 2 ___ 15/

3a. If no, with whom do you live:

1 - Guardian
2 - Relative (please specify) _____
3 - Other (please specify) _____ ___ 16/

4. When you were growing up would you say that most of the time you were closer to your:

1 - Mother 2 - Father 3 - Neither ___ 17/

5. Which phrase below best characterizes most of your relations with your family when you were growing up. Would you say:

1 - Very Happy
2 - Happy
3 - Somewhat Satisfactory
4 - Somewhat Dissatisfactory
5 - Unhappy
6 - Very Unhappy ___ 18/

6. What type of school are you going to now?

1 - Junior High or Middle School
2 - Senior High School
3 - College
4 - Business or Technical School
5 - Other (What: _____) ___ 19/

6a. How many years of school have you completed? (Highest grade completed) ___ 20-21/

6b. In general, how (do or did) you feel about going to school? Would you say, you

1 - Dislike it very much
2 - Dislike it somewhat
3 - Like it somewhat
4 - Like it very much

5 - Don't care one way or the other ____ 22/

6c. Did your teachers usually put you down? Would you say:

YES - 1 NO - 2 ____ 23/

6d. Would you say that your teachers did not like you very much?

YES - 1 NO - 2 ____ 24/

7. How well are you doing (or did you do) in school? Would you say you're getting:

1 - Superior Grades
2 - Average Grades
3 - Good Grades
4 - Poor Grades ____ 25/

8. Have you set any educational or vocational goals for your future?

YES - 1 NO - 2 ____ 26/

9. Are you working at a job to earn money at the present time?

1 - Yes, full-time
2 - Yes, part-time
3 - No ____ 27/

10. On the average, how many days a week do you do things with your friends after school or work or in the evenings.

1 - One
2 - Two
3 - Three
4 - Four
5 - Five
6 - Six
7 - Seven
8 - None (Please go to 11) ____ 28/

Now, I have a few questions about religion.

11. What is your religious preference? Would you say:

1 - Baptist
2 - Methodist
3 - Catholic

4 - Holiness
5 - Jehovah Witness
6 - Episcopal
7 - Lutheran
8 - Seven Day Adventist
9 - Islam
10 - Other (Please specify)
11 - None ____ 29-30/

12. Are you an active member of any church?

YES - 1 NO - 2 ____ 31/

13. Do you listen to religious services over the radio or television? Would you say:

YES - 1 NO - 2 ____ 31/

14. Do you sometimes pray, either privately or with family? Would you say:

YES - 1 NO - 2 ____ 32/

15. Do you listen to religious music? Would you say:

YES - 1 NO - 2 ____ 34/

16. Do ideas you have learned from religion sometimes help you undestand your ouwn life? Would you say:

YES - 1 NO - 2 ____ 35/

17. Is being a member of a church or synagogue an important part of your life? Would you say:

YES - 1 NO -2 ____ 36/

Those are all the questions I have about religion. Now, I would like to ask you some questions about some of the ways people handle their lives.

(Respondent's name), what I'm going to do now is to read to you a series of two separate statements. After I read the two statements to you, I want you to choose which statement, that is, A or B, is more characteristic of you, and answer accordingly. The task for you then, (respondent's name), is to choose which of the two statements is more like you, that is, which of the two statements is more like you, that is which of the statements more closely describe how you act and feel. You may feel that neither statement describe exactly how you feel and act; even so, I want you to choose the one of the two statements which you think is closer to what you are like.

For example: (Read rspondent statements)

Statement A: When I am happy, I let everyone know.
Statement B: When I am happy, I keep it to myself.

Choose (A) if that more closely describes what you do when you are happy. Choose (B) if that more closely describes what you do when you are happy.

Are there any questions you would like to ask before we go on? (Answer respondent's questions, then begin.)

18a . When I an unable to solve a problem, I accept help if others offer it, but I don't really look for it.

b. When I am unable to solve a problem, I seek out others who can help me. ____ 37/

19a. When I have to part with friends because I am going to move or make a change in my life, I hate to leave my old friends but can usually enjoy finding new friends.

b. When I have to part with friends because I am going to move or make a change in my life, I usually get very upset over leaving my old friends and nervous when I think of making new friendships. ____ 38/

20a. I usually make a real effort to keep up close friendships.

b. I like close friendships but I usually don't put a great deal of effort into making them work. ____ 39/

21a. I master new tasks when they happen to come my way, but I don't usually enjoy it all that much.

b. I tend to look for new tasks, and enjoy the challenge of mastering them. ___ 40/

22a. I look for possibilities that will help me improve my career goals.

b. I put forth some efforts to improve my career goals if I can, but I don't go much out of my way to look for anything special. ___ 41/

23a. Pressure situations in my work sometimes make me upset.

b. When I meet pressure situations in my work, I hang loose. ___ 42/

24a. I don't give much thought to planning my life in terms of what I can handle.

b. I generally organize my life in terms of what I think I can handle. ___ 43/

25a. I systematically follow a schedule of self-improvement.

b. I find self-improvement is diffucult to work at regularly. ___ 44/

26a. I frequently rely on events and other people to direct my course.

b. I generally follow my own course as a person. ___ 45/

27a. I expect difficulties to pop up as I carry through on a job or assignment, so I go ahead without being particularly bothered.

b. I expect difficulties to pop up as I carry through on a job or assignment, so I go ahead but it still bothers me quite a bit when they do. ___ 46/

28a. I plan to seek out new friendships and to develop my capabilities for being a good friend.

b. I hope to have new friendships and to develop my capabilities for being a good friend, but I probably won't work regularly at it. ___ 47/

29a. In new situations, I look for the kinds of personal relationships that I want.

b. In new situations, I usually let other people indicate what friendship possibilities they would like with me. ___ 48/

30a. I value my independence; however, I often prefer to go along with others.

b. I try to keep my independence as much as posible, even when I'm with other people. ___ 49/

31a. As each new experience or phase of my life ends, I tend to move on to the next without looking back or much thought for the future.

b. As each new experience or phase of my life ends. I try to reassess where I am and what I want out of life. ___ 50/

32a. When I'm involved in something and begin to have setbacks, I may drop it unless it really matters to me to finish it.

b. When I take on something I stick with it until it's finished. ___ 51/

33a. In my relations with friends, I find that I can comfortably give and receive.

b. I enjoy my frinedhsips, but sometimes the giving and taking is a strain. ___ 52/

34a. When I do something really difficult, I generally don't feel it's worth all the effort and don't get much satisfaction out of it.

b. I think it's fun to do really difficult things, even though I don't always get much satisfaction out of it. ___ 53/

35a. When I have a personal problem, I sometimes get upset before I reach a decision.

b. When I have a personal problem, I usually work it out without getting very upset. ___ 54/

36a. Life's victories and defeats offer me a time to re-evaluate myself, but sometimes, I still worry about the success of my future efforts.

b. Life's victories and defeats offer me a time to re-evaluate myself, and I tend to take a look at myself farily calmly. ___ 55/

37a. I often tell friends I'll do something, but then get worried that I won't carry through on it as well as I should.

b. I often tell friends I'll do something, and I usually carry through on it without worrying about it. ___ 56/

38a. Thinking about the work I have to do helps me to get it done without getting upset.

b. I have to be careful not to think about all the work I have to do or I'll get worried and not get as much done. ___ 57/

CARD 1

39a. I figure my life will be what I make of it, but even so I generally prefer to let things come to me first.

b. I figure my life will be what I make of it, so I generally go out to meet life and make the most of it. ___ 58/

40a. When I set out to accomplish a task and don't make it, I don't see that much is really gained by going over it again, so I usually don't.

b. When I set out to accomplish a task, and don't make it, I take time out to re-evaluate my strengths and limitations and adjust my goals accordingly. ___ 59/

41a. It is important to me to have some say in how I do jobs and tasks.

b. It doesn't matter much to me whether I do jobs and tasks my way or someone else's. ___ 60/

42a. I generally approach work and other tasks so that I can get them done without becoming worried or getting upset in the process.

b. In my work and other tasks I get them done but in the process I tend to get involved to the extent that I am worried or upset. ___ 61/

43a. I usually plan social activities easily and without getting upset.

b. While planning for social activities, I tend to worry that things won't go "just right." ___ 62/

44a. When I take on a job or assignment, It doesn't really matter a great deal whether I carry through with it in my way.

b. When I take on a job assignment, I like to carry through with it in my way. ___ 63/

45a. I try to get things to work out, but I'm not always very creative about it.

b. I tend to be somewhat creative about getting things to turn out okay. ___ 64/

46a. Carrying through on commitments--to myself, other people and on tasks--is part of life and I generally do it without worrying about it.

b. Carrying through on commitments--to myself, other people and tasks--is part of life but I tend to get up-tight about seeing them through. ___ 65/

47a. When I have displeased others or myself, I figure it's up to me to try to straighten things out.

b. When I have displeased others or myself, I don't think it matters who straightens things out. ___ 66/

48a. Most situations yield possibilities for personal, but I usually settle for what comes my way.

b. In most situtations I seek out information that will help me grow as a person. ___ 67/

49a. When everything is going great, I enjoy it but I don't usually got out of my way to make a big deal of it.

b. When everything is going great, I do all I can to make the most of the occasion and really enjoy it. ___ 68/

50a. I sometimes enjoy having others celebrate my successes with me.

b. I sometimes have difficulty with others celebrating my successes with me. ___ 69/

51a. I generally prefer to live my life as I go.

b. I usually think ahead and organize my thoughts or ideas about future situations. ___ 70/

52a. When I don't do as well as I expect at something, I usually turn to some other job without getting too upset.

b. When I don't do as well as I expect at something, my disappointment makes it more difficult to figure out what else to do. ___ 71/

53a. People usually make me nervous.

b. I feel completely comfortable around people. ___ 72/

54a. I'm not much for planning but I do like new tasks, new people, and new experiences when I encounter them.

b. I enjoy new tasks, new people, new experiences, so I'm planning my life to give me those things. ___ 73/

55a. I look forward to opportunities to think about "who I am" or "who I want to be."

b. When I think about "who I am" or "who I want to be," I get mixed up inside. ___ 74/

56a. As long as my life is going along all right it doesn't really matter that much whether I'm making all of the decisions.

b. I get a real sense of satisfaction when I make my own decisions about my life. ___ 75/

Let's stop for a minute to two. I have a lot of questions for you; so maybe you need some time to stand up and walk around. (Pause) Do you have any questions for me before we gon on? (Answer briefly and continue.)

Now, I would like to ask you a few questions about problems you have faced as a young father.

57. In your opinion, and from what you have seen yourself, what are some of the problems you have faced as a young father. (INTERVIEWER, GET A LISTING IN THE MINIMUM TIME POSSIBLE WITHOUT RUSHING THE RESPONDENT. AS SOON AS RESPONDENT PROVIDES ENOUGH OF OF A DESCRIPTION OF A GIVEN PROBLEM FOR YOU TO WRITE IT DOWN SAY: O.K., WHAT OTHER PROBLEMS OR DIFFICULTES CAN YOU THINK OF?)

Problem List (probe for at least several problems):

1. _____

2. _____

3. _____

4. _____

5. _____ ___ 77-78/

58. If you had a personal problem, who or where would you go to for advice or help? (If a person, have respondent specify his relationship to that person.)

_____

_____

CARD 1

(If agency, probe respondent for type of agency.)

_____

_____ ___ 79-80/

CARD 2

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59. When you ask someone for help with a personal problem, what types of problems do you discuss with them?

Problem List:

1. _____

2. _____

3. _____

4. _____

5. _____ ___03-04/

60. Who would you go to first with a problem? Would you say:

1 - Family
2 - Friends
3 - Outsiders (agencies) ___05/

(Respondent's name), again, I'm going to read to you a series of two separate statements. As before, after I read the two statements to you, I want you to choose which statement, that is A or B, which you more strongly believe to be the case as far as you are concerned. Because this concerns your personal belief there is no right or wrong answers.no right or wrong answers.

Are there any questions you would like to ask before we go on?

(Answer respondent's questions, then begin.)

61a. Children get into trouble because their parents punish them too much.

b. The trouble with most children nowadays is that their parents are too easy with them. ___06/

62a. Many of the unhappy things in people's lives are partly due to bad luck.

b. People's misfortunes result from the mistakes they make. ___07/

71a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time. ___08/

72a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it. ___09/

73a. When I make plans, I am almost certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. ___10/

74a. There are certain people who are just no good.

b. There is some good in everybody. ___11/

75a. In my case getting what I what has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin. ___12/

76a. Who gets to be the boss depends on who was lucky enough to be in the right first.

b. Getting people to do the right thing depends upon ability , luck has little or notheing to do with it. ___13/

77a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events. ___14/

78a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

b. There really is so such thing as "luck." ___15/

79a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes. ___24/

80a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends on how nice a person you are. ___25/

81a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three. ___26/

82a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office. ___27/

83a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard I study and the grades I get. ___28/

84a. A good leader expects people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their jobs are. ___29/

85a. Many times I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life. ___30/

86a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you. ___31/

CARD 2

87a. There is too much empahsis on athletics in high school.

b. Team sports are an excellent way to build character. ___32/

88a. What happens to me in my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking. ___33/

89a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government or a national as well as on a local level. ___34/

Now, I would like to ask you some questions about you sexual knowledge, attitudes, and practices.

The following ten (10) statements that I am about to read to you are to be answered "True" or "False."

After I read each statement, tell me if you think the statement is True or False.

90. It's not right to use birth control?

TRUE - 1 FALSE - 2 ___35/

91. It's O.K. to tell a girl that you love her so that you can have sex with her.

TRUE - 1 FALSE - 2 ___36/

92. If a guy gets a girl pregnant, it's her fault, not his becuase she should have protected herself.

TRUE - 1 FALSE - 2 ___37/

93. If I got a girl pregnant, I would want her to have an abortion.

TRUE - 1 FALSE - 2 ___38/

94. Birth control is for girls only.

TRUE - 1 FALSE - 2 ___39/

95. Getting a girl pregnant proves that you are a man.

TRUE - 1 FALSE - 2 ___40/

96. Sex education is nothing but a waste of time.

TRUE - 1 FALSE - 2 ___41/

97. A guy should use birth control whenever possible.

TRUE - 1 FALSE - 2 ___42/

98. My friends and I talk about the sex that we have.

TRUE - 1 FALSE - 2 ___43/

99. If I got a girl pregnant, I would not want her to have an abortion because it's wrong. ___44/

Those are all the questions I have that require a True or False answer. Now I'd like to ask you some general questions about your sexual behavior.

100. When you first learned about sex, what was your main source of information? Would you say:

1 - Friends
2 - Books
3 - Mother
4 - Doctor (specialist)
5 - Pamphlets
6 - Teacher
7 - Father
8 - Films
9 - Other (please specify) _____ ___45/

101. Thinking back to the very first time you had sex with a girl, how old were you then?

102. Where was it that you had sex with a girl for the very first time? Was it? ___46-47/

1 - In your home
2 - In the girl's home
3 - In a friend's home

4 - In a hotel or motel
5 - In an automobile
6 - Outdoors
7 - At school
8 - Somewhere else (please specify)

_____ ___48-49/

103. How did you feel after your first sexual intercourse with a girl? Would you say?

1 - Satisfaction
2 - Happiness or Pride
3 - Guilt
4 - Dissatisfaction
5 - Confusion ___50/

104. When you have sexual intercourse, do you use contraceptives or some form of protection?

1 - Yes
2 - No
3 - Sometimes ___51/

104a. If yes, why? _____ ___52-53/

104b. If no, why not? _____ ___54-55/

105. The very last time that you had sex with a girl did either of you use any king of contraceptive or birth control method, or do anything else to cut down the risk of the girl becoming pregnant? Would you say:

1 - No, neither of us did
2 - Yes, I did
3 - I don't and I don't know whether the girl did
4 - Yes, the girl did ___56/

106. What forms of contraceptives have you used?

List those given:

1. _____

2. _____

3. _____

4. _____

5. _____ ___57/

Now, I have some questions concerning your knowledge of sex.

107. A douche (girl washing herself after sexual intercourse) is a good method to prevent pregnancies.

TRUE - 1 FALSE 2 ___58/

108. A male's sperm lives less than one day inside a woman.

TRUE - 1 FALSE - 2 ___59/

109. Rubbers help prevent unwanted pregnancies.

TRUE - 1 FALSE - 2 ___60/

110. A girl can most easily get pregnant just before her period begins.

TRUE - 1 FALSE - 2 ___61/

111. Rubbers help prevent V.D.

TRUE - 1 FALSE - 2 ___62/

112. During sexual intercourse, if a male takes out his penis before coming, his girl may get pregnant anyway.

TRUE - 1 FALSE - 2 ___63/

Now, I have some general questions concerning you as an unwed father.

113. What was your age at the birth of your first child? ___64-65

113a. Was this a planned pregnancy?

YES - 1 NO - 2 ___66/

113b. In what ways has your fatherhood (or the birth of your first child) affected your career plans?

List ways (probe for several responses)

1. _____

2. _____

3. _____

4. _____

5. _____ ___67-68/

113c. In what ways has young fatherhood or the birth of your first child) affected your education?

List ways (probe for several responses)

1. _____

2. _____

3. _____

4. _____

5. _____ ___69-70/

114. How many children do you expect to have? ___71-72/

114a. How many children do you want to have? ___73-74/

115. Right before your first child was born, how ready did you feel to be a parent? Would you say:

1 - Very Ready
2 - Somewhat Ready
3 - Somewhat Unready
4 - Very Unready ___75/

116. Knowing what you know now and looking back, how ready would you say you really were at that time? Would you say:

1 - Very Ready
2 - Somewhat Ready
3 - Somewhat Unready
4 - Very Unready ___76/

CARD 2

117. As an unwed father, are you concerned about your child's future? Would you say:

YES - 1 NO - 2 ___77/

118. Do you see anything wrong in having a child out of wedlock? Would you say:

YES - 1 NO - 2 ___78/

119. Do you know if you were born out of wedlock?

1 - Out of Wedlock
2 - Legitimate
3 - In Doubt ___79/

120. Do you have any sisters who have had children before they were married or who became pregnant by a fellow other than their husband? Would you say:

YES - 1 NO - 2 ___80/

CARD 3

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121. Do you have any brothers who are unwed fathers? Would you say:

YES - 1 NO - 2

Now, I have just a few more questions concerning you and an unwed father.

122. How did you feel when the mother of your first child told you she was pregnant?

_____

_____ ___04-05/

123. Do you want to help support the baby (or child) now or when you are able to in the future?

1 - Now
2 - In the Future ___06/

CARD 3

124. Did you want to get the mother of your first child pregnant?

YES - 1 NO - 2 ___07/

Now, I would like to ask you some questions regarding legal rights of young fathers.

125. Has your paternity (or fatherhood been legally decided? Would you say:

1 - Yes
2 - No
3 - Not Sure ___08/

126. Are your aware of the use of blood tests in determining who is the father of a child?

1 - YES NO - 2 ___09/

126a. Are you aware that a probability of fatherhood could be accurately calculated as a result of a blood test (often up to 99% accuracy).

1 - YES - 1 NO - 2 ___10/

127. If you wanted to know about your rights as a father and the rights of your child, where would you go to find out? Would you go to a:

1 - Judge
2 - Social Service Worker
3 - Lawyer
4 - Public Aid Office (or a social service agency)
5 - Other (please specify)
_____
6 - Don't know ___11-12/

128. Do you believe your rights and those of your child, though you are unmarried, should be the same as those of a married father and his child? Would you say:

1 - Yes
2 - No
3 - Don't Know ___13/

129. Are you aware of your rights to a lawyer in a paternity suit if you cannot afford one? Would you say:

1 - Yes
2 - No
3 - Don't Know ___14/

130. Would you be willing to participate in a program that explained paternal rights and provided related decision making alternatives or choices? Would you say?

1 - YES NO - 2 ___15/

Now, I would like to ask you some questions concerning the relationship between you and the mother of your <u>first</u> child.

HAND RESPONSE CARD #1 These are the possible answers to the next few questions. After I read each statement tell me the answer that best describes the relationship between you and she.

131. How would you describe the relationship with the mother of your first child prior to her becoming pregnant? Would say the relationship was one of:

1 - Love
2 - Friendship
3 - Casual
4 - Hostile ___16/

132. Do you now consider the relationship to be, would you say one of:

1 - Love
2 - Friendship
3 - Casual
4 - Hostile ___17/

133. How do you believe the mother of your first child regarded the relationship between you and she prior to her pregnancy? Would you say one of:

1 - Love
2 - Freindship
3 - Casual
4 - Hostile ___18/

134. Now, how do you believe the mother of your first child considers the relationship between you and she? Would you say one of:

1 - Love
2 - Friendship
3 - Casual
4 - Hostile ___19/

135. Do you see serious problems in the current relationship between you and the mother of your first child? Would you say:
YES - 1 NO - 2
(If no, skip to question 136) ___ 20/

135a. If yes, ask subject to briefly describe these problems.

Problem List:

1. _____

2. _____

3. _____

4. _____

5. _____ ___21-22/

136. Did you try (or have your tried) to influence the mother of your first child's decision on whether she should keep your baby? Would you say?

YES - 1 NO - 2 ___23/

136a. Did you try (or have your tried) to influence the mother of your first child's decision on whether she should put your child up for adoption? Would you say:

YES - 1 NO - 2 ___24/

136b. Did you try (or have you tried) to influence the mother of your first child's decision on whether she should have had an abortion prior to the birth of your first child? Would you say:

CARD 3

YES - 1 NO - 2 ___25/

Now, I would like to ask you your opinion on a variety of statements.

HAND RESPONSE CARD #2

These are the possible answers to the statements that I'm going to read to you. After I read each statements by giving as true a picture of your own beliefs as possible.

Are there questions before we go on? (Interviewer answer questions and begin.)

A - Strongly Agree B - Mildly Agree
C - Agree and Disagree D - Mildly Disagree
E - Strongly Disagree

137. Most people would rather live in a warm climate that is mild all year around than in one in which winters are cold. Would you say:

A, B, C, D, or E. ___26/

138. Hypocrisy is on the increase in our society. Would you say:

A, B, C, D, or E. ___27/

139. In dealing with strangers one is better off to be cautious until they have provided evidence that they are trustworthy. Would you say:

A, B, C, D, or E ___28/

140. This country has a dark future unless we can attract better people into politics. Would you say:

A, B, C, D, or E. ___29/

141. Fear of social disgrace or punishment rather than conscience prevents most people from breaking the law. Would you say:

A, B,C, D, or E. ___30/

CARD 3

142. Parents usually can be relied upon to keep their promises. Would you say:

A, B, C, D, or E ___31/

143. The advice of elders is often poor because the older person doesn't recognize how times have changed. Would you say:

A, B, C, D, or E ___32/

144. Unsing the Honor System of not having a teacher present during exams would probably result in increased cheating. Would you say:

A, B, C, D, or E. ___33/

145. The United Nations will never be an effective force in keeping world peace. Would you say:

A, B, C, D, or E ___34/

146. Parents and teachers are likely to say what they believe themselves and not just what they think is good for the child to hear. Would you say:

A, B, C, D, or E ___35/

147. Most people can be counted on to do what they say they will do. Would you say:

A, B, C, D, or E ___36/

148. As evidenced by recent books and movies morality seems on the downgrade in this country. Would you say:

A, B, C, D, or E ___37/

149. The judiciary is a place where we can all get unbiased treatment. Would you say:

A, B, C, D, or E ___38/

150. It is safe to believe that in spite of what people say, most people are primarily interested in their own welfare. Would you say:

A, B, C, D or E ___39/

151. The future seems very promising. Would you say:

A, B, C, D, or E ___40/

152. Most people would be horrified if they knew how much news the public hears and sees is distorted. Would you say:

A, B, C, D, or E ___41/

153. Seeking advice from several people is more likely to confuse than it is to help one. Would you say:

A, B, C, D, or E ___42/

154. Most elected public officials are really sincere in their campaign promises. Would you say:

A, B, C, D, or E ___43/

155. There is no simple way of deciding who is telling the truth. Would you say:

A, B, C, D, or E ___44/

156. This country has progressed to the point where we can reduce the amount of competitiveness encouraged by schools and parents. Would you say:

A, B, C, D, or E ___45/

157. Even though we have reports in newspapers, radio and television, it is hard to get objective accounts of public events. Would you say:

A, B, C, D, or E ___46/

158. It is more important that people achieve happiness than that they achieve greatness. Would you say:

A, B, C, D, or E ___47/

159. Most experts can be relied upon to tell the truth about the limits of their knowledge. Would you say:

A, B, C, D, or E ___48/

160. Most parents can be relied upon to carry out their threats of punishment. Would you say:

A, B, C, D, or E ___49/

161. One should not attack the political beliefs of other people. Would you say:

A, B, C, D, or E ___50/

162. In these competitive times one has to be alert or someone is likely to take advantage of you. Would you say:

A, B, C, D or E ___51/

163. Children need to be given more guidance by teachers and parents than they now typically get. Would you say:

A, B, C, D, or E ___52/

164. Most rumors usually have a strong element of truth. Would you say:

A, B, C, D, or E ___53/

165. Many major national sport contests are fixed in one way or another. Would you say:

A, B, C, D, or E ___54/

166. A good leader molds the opinions of the group he is leading rather than merely following the wishes of the majority. Would you say:

A, B, C, D, or E ___55/

167. Most idealists are sincere and usually practice what they preach. Would you say:

A, B, C, D, or E ___56/

168. Most salesmen are honest in describing their products. Would you say:

A, B, C, D, or E ___57/

169. Education in this country is not really preparing young men and women to deal with the problems of the future. Would you say:

A, B, C, D, or E ___58/

170. Most students in school would not cheat even if they were sure of getting away with it. Would you say:

A, B, C, D, or E ___57/

169. Education in this country is not really preparing young men and women to deal with the problems of the future. Would you say:

A, B, C, D, or E ___58/

170. Most students in school would not cheat even if they were sure of getting away with it. Would you say:

A, B, C, D, or E ___59/

171. The hordes of students now going to college are going to find it more difficult to find good jobs when they graduate than did the college graduates of the past. Would you say:

A, B, C, D, or E ___60/

172. Most repairmen would not overcharge even if they think you are ignorant of their speciality. Would you say:

A, B, C, D, or E ___61/

173. A large share of accident claims filed against insurance companies are phony. Would you say:

A, B, C, D, or E ___62/

174. One should not attack the religious beliefs of other people. Would you say:

A, B, C, D, or E ___63/

175. Most people answer public opinion polls honestly. Would you say:

A, B, C, D, or E ___64/

176. If we really knew what was going on in international politics, the public would have more reason to be frightened than they now seem to be. Would you say:

A, B, C, D, or E ___65/

Now, I have just a few more questions to ask you about yourself and then we will be finished.

177. For what acts or actions were you disciplined (or punished) while growing up?

List acts or actions:

_____

_____

_____ ___66-67/

178. Who disciplined you most frequently?

_____

_____

_____ ___68-68/

179. What punishments were most frequently used as discipline when you were growing up? Would say:

1 - Spankings
2 - Sitting in corner
3 - Staying in your room
4 - No outside playing
5 - No TV or radio
6 - Doing extra housework
7 - Blows to face
8 - Blows to body
9 - Other punishments (please specify)

_____ ___70-71/

CARD 3

180. Which punishments were most effective with you?

_____

_____

_____ ___72-73/

181. Which punishments were least effective with you?

_____

_____

_____ ___74-75/

182. How frequently were you disciplined or punished for the following acts when you were growing up, that is, how frequently were you disciplined for:

	Often	Some-times	Never	
a. Talking back to adults	___	___	___	___76/
b. Fighting	___	___	___	___77/
c. Staying out late	___	___	___	___78/
d. Not doing homework	___	___	___	___79/
e. Bad reports from school	___	___	___	___80/

CARD 4

I.D.#_____ 01-02

f. Cursing	___	___	___	___03/
g. Stealing	___	___	___	___04/
h. Dirty rooms	___	___	___	___05/
i. Not doing chores	___	___	___	___06/
j. Lying	___	___	___	___07/

183. Were you even given the responsibility of caring for younger sisters or brothers when growing up?

CARD 4

YES - 1 NO - 2 ___08/

(If no, skip to question 185)

184. How did you discipline your brothers and sisters?

_____

_____

_____ ___09-10/

185. Who has the primary responsibility for caring for your child?

_____

_____

_____ ___11-12/

186. Who has the primary responsibility for disciplining (or punishing) your child?

_____

_____ ___13-14/

187. Here is the last question. Is there anything about you that I haven't ask that you think I should know? Anything about your family?

_____

_____

_____

_____ ___15-16/

Thank you very much. You've been very helpful.

Interviewer complete the following affer the interview:

188. How interested was the respondent in the interview?

1 - Very Interested
2 - Somewhat Interested

3 - Not Interested
4 - Interest varied during interview ___17/

During the interview, did the respondent

188a. Appear Friendly? YES - 1 NO - 2 ___18/

188b. Seem Nervous? YES - 1 NO - 2 ___19/

189. Length of interview (minutes) ___20-21/

Fall 1980

HOWARD UNIVERSITY
MENTAL HEALTH RESEARCH AND DEVELOPMENT CENTER

UNMARRIED ADOLESCENT FATHER STUDY
WASHINGTON, D.C.

CONFIDENTIAL INTERVIEW
(NON-FATHERS)

CARD 1

I.D. #_____ 01-02/

Date of Today ____ ____ 03-06/
MO DAY

Introduction: Hello. I'm (your name). I am working with a group who is studying adolescent fathers. I would like to invite you to help by participating in this study.

We'd like very much for you to help us by answering some questions about you and your family, about problems you face as an adolescent male and the ways you handle them, and about your sexual knowledge, attitude, and practices. You may at any time refuse to answer a question. It will take about an hour to answer these questions.

All the information you give us will be kept confidentail. Your name will not be used to report any of the results to persons you may come in contact with at our agency.

If you're willing to help us with this study, I'd like you to sign this agreement to answer questions after you have read it.

If you do not wish to participate, it will not affect your ability to obtain health care.

(SHOW CONSENT FROM)

CARD 1

First of all, I would like to ask you a few general questions about you and your family.

1. What is your date of birth? ___ ___ ___ 07-12/
   MO DAY YEAR

2. How many brothers and sisters do you have? _____ 13-14/
   NUMBER

3. When you were growing up did you live with both you father and mother?

   YES - 1 NO - 2 ___15/

   3a. If no, with whom do you live:

   1 - Guardian
   2 - Relative (please specify) _____
   3 - Other (please specify) _____ ___16/

4. When you were growing up would you say that most of the time you were closer to your:

   1 - Mother 2 - Father 3 - Neither ___17/

5. Which phrase below best caracterizes most of your relations with your family when you were growing up?

   1 - Very Happy
   2 - Happy
   3 - Somewhat Satisfactory
   4 - Somewhat Dissatisfactory
   5 - Unhappy
   6 - Very Unhappy ___18/

6. What type of school are you going to now?

   1 - Junior High or Middle School
   2 - Senior High School
   3 - College
   4 - Business or Technical School
   5 - Other (What: _____)
   6 - Not in school now ___19/

   6a. How many years of school have you completed? (Highest grade completed) ___20-21/

   6b. In general, how (do or did) you feel about going to school? Would you say, you

1 - Dislike It Very much
2 - Dislike It Somewhat
3 - Like It Somewhat
4 - Like It Very Much
5 - Don't Care One Way Or The Other ___22/

6c. Did your teachers usually put you down? Would you say:

YES - 1 NO - 2 ___23/

6d. Would you say that your teachers did not like you very much?

YES - 1 NO - 2 ___24/

7. How well are you doing (or did you do) in school?

1 - Superior Grades
2 - Average Grades
3 - Good Grades
4 - Poor Grades ___25/

8. Have you set any educational or vocational goals for your future?

YES - 1 NO - 2 ___26/

9. Are you working at a job to earn money at the present time?

1 - Yes, Full-time
2 - Yes, Part-time
3 - No ___27/

10. On the average, how many days a week do you do things with your friends after school or work or in the evenings?

1 - One
2 - Two
3 - Three
4 - Four
5 - Five
6 - Six
7 - Seven
8 - None (Please go to 11) ___28/

Now, I have few questions about religion.

CARD 1

11. What is your religious preference? Would you say:

1 - Baptist
2 - Methodist
3 - Catholic
4 - Holiness
5 - Jehovah Witness
6 - Episcopal
7 - Lutheran
8 - Seventh Day Adventist
9 - Islam
10 - Other (Please specify)
11 - None ___29-30/

12. Are you an active member of any church?

YES - 1 NO - 2 ___31/

13. Do you listen to religious services over the radio or television? Would you say:

YES - 1 NO - 2 ___32/

14. Do you sometimes pray, either privately or with family? Would you say:

YES - 1 NO - 2 ___33/

15. Do you listen to relligious music? Would you say:

YES - 1 NO - 2 ___34/

16. Do ideas you have learned from religion sometimes help you understand your own life? Would you say:

YES - 1 NO - 2 ___35/

17. Is being a member of a church or synagogue an important part of your life? Would you say:

YES - 1 NO - 2 ___36/

Those are all the questions I have about religion. Now, I would like to ask you some questions about some of the ways people handle their lives.

(Respondent's name), what I'm going to do now is to read to you a series of two separate statements. After I read the two statements to you, I want you to choose which statement, that is, A or B,

is more characteristic of you, and answer accordingly. The task for you then, (respondent's name), is to choose which of the two statements is more like you, that is, which of the two sttements is more like you, that is, which of the statements more closely describe how you act and feel. You may feel that neither statement describe exactly how you feel and act; even so, I want you to choose the one of the two statements which you think is closer to what you are like.

For example: (Read respondent statements)

Statement A: When I am happy, I let everyone know.
Statement B: When I am happy, I keep it to myself.

Choose (A) if that more closely describes what you do when you are happy. Choose (B) if that more closely describes what you do when you are happy.

Are there any questions you would like to ask before we go on? (Answer respondent's questions, then begin.)

18a. When I am unable to solve a problem, I accept help if others offer it, but I don't really look for it.

b. When I am unable to solve a problem, I seek out others who can help me. ___37/

19a. When I have to part with friends because I am going to move or make a change in my life, I hate to leave my old friends but can usually enjoy finding new friends.

b. When I have to part with friends because I am going to move or make a change in my life, I usually get very upset over leaving my old friends and nervous when I think of making new friendships. ___38/

20a. I usually make a real effort to keep up close friendships.

b. I like close friendships but I usually don't put a great deal of effort into making them work. ___39/

21a. I master new tasks when they happen to come my way, but I don't usually enjoy it all that much.

b. I tend to look for new tasks, and enjoy the challenge of mastering them. ___40/

22a. I look for possibilities that will help me improve my career goals.

b. I put forth some efforts to improve my career goals if I can, but I don't go much out of my way to look for anything special. ___41/

23a. Pressure situations in my work sometimes make me upset.

b. When I meet pressure situations in my work, I hang loose. ___42/

24a. I don't give much thought to planning my life in terms of what I can handle.

b. I generally organize my life in terms of what I think I can handle. ___43/

25a. I systematically follow a schedule of self-improvement.

b. I find self-improvement is difficult to work at regularly. ___44/

26a. I frequently rely on events and other people to direct my course.

b. I generally follow my own course as a person. ___45/

27a. I expect difficulties to pop up as I carry through on a job or assignment, so I go ahead without being particularly bothered.

b. I expect difficulties to pop up as I carry through on a job or assignment, so I go ahead but it still bothers me quite a bit when they do. ___46/

28a. I plan to seek out new friendships and to develop my capabilities for being a good friend.

b. I hope to have new friendships and to develop my capabilities for being a good friend, but I probably won't work regularly at it. ___47/

29a. In new situations, I look for the kinds of personal relationships that I want.

b. In new situations, I usually let other people indicate what friendship possibilities they would like with me. ___48/

CARD 1

30a. I value my independence; however, I often prefer to go along with others.

b. I try to keep my independence as much as possible, even when I'm with other people. ___49/

31a. As each new experience or phase of my life ends, I tend to move on to the next without looking back or much thought for the future.

b. As each new experience or phase of my life ends, I try to reassess where I am and what I want out of life. __50/

32a. When I'm involved in something and begin to have setbacks, I may drop it unless it really matters to me to finish it.

b. When I take on something I stick with it until it's finished. ___51/

33a. In my relations with friends I find that I can comfortably give and receive.

b. I enjoy my friendships, but sometimes the giving and taking is a strain. ___52/

34a. When I do something really difficult, I generally don't feel it's worth all the effort and don't get much satisfaction out of it.

b. I think it's fun to do really difficult things, even though I don't always get as much satisfaction out of it. ___53/

35a. When I have a personal problem, I sometimes get upset before I reach a decision.

b. When I have a personal problem, I usually work it out without getting very upset. ___54/

36a. Life's victories and defeats offer me a time to re-evaluate myself, but sometimes, I still worry about the success of my future efforts.

b. Life's victories and defeats offer me a time to re-evaluate myself, and I tend to take a look at myself farily calmly. ___55/

37a. I often tell friends I'll do something, but then get worried that I won't carry through on it as well as I should.

b. I often tell friends I'll do something, and I usually carry through on it without worrying about it. ___56/

38a. Thinking about the work I have to do helps me to get it done without getting upset.

b. I have to be careful not to think about all the work I have to do or I'll get worried and not get as much done. ___57/

39a. I figure my life will be what I make of it, but even so I generally prefer to let things come to me first.

b. I figure my life will be what I make of it, so I generally go out to meet life and make the most of it. ___58/

40a. When I set out to accomplish a task and don't make it, I don't see that much is really gained by going over it again, so I usually don't.

b. When I set out to accomplish a task, and don't make it, I take time out to re-evaluate my strengths and limitations and adjust my goals accordingly. ___59/

41a. It is important to me to have some say in how I do jobs and tasks.

b. It dosen't matter much to me whether I do jobs and tasks my way or someone else's. ___60/

42a. I generally approach work and other tasks so that I can get them done without becoming worried or getting upset in the process.

b. In my work and other tasks I get them done but in the process I tend to get involved to the extent that I am worried or upset. ___61/

43a. I usually plan social activities easily and without getting upset.

b. While planning for social activities, I tend to worry that things won't go "just right." ___62/

44a. When I take on a job or assignment, it doesn't really matter a great deal whether I carry through with it in my way.

b. When I take on a job or assignment, I like to carry through with it in my way. ___63/

45a. I try to get things to work out, but I'm not always very creative about it.

b. I tend to be somewhat creative about getting things to turn out okay. ___64/

46a. Carrying through on commitments-- to myself, other people and on tasks--is part of life and I generally do it without worrying about it.

b. Carrying through on commitments--to myself, other people and on tasks--is part of life but I tend to get up-tight about seeing them through. ___65/

47a. When I have displeased others or myself, I figure it's up to me to try to straighten things out.

b. When I have displeased others or myself, I don't think it matters who straighten things out. ___66/

48a. Most situations yield possibilities for personal growth, but I usually settle for what comes my way.

b. In most situations I seek out information that will help me grow as a person. ___67/

49a. When everything is going great, I enjoy it but I don't usually go out of my way to make a big deal of it.

b. When everything is going great, I do all I can to make the most of the occasion and really enjoy it.

50a. I sometimes enjoy having others celebrate my success with me.

b. I sometimes have difficulty with others celebrating my success with me. ___69/

51a. I generally prefer to live my life as I go.

b. I usually think ahead and organize my thoughts or ideas about future situations. ___70/

52a. When I don't do as welll as I at expect something, I usually turn to some other job without getting too upset.

b. When I don't do as well as I expect at something, my disappointments makes it more difficult to figure out what else to do. ___71/

53a. People usually make me nervous.

b. I feel completely comfortable around people. ___72/

54a. I'm not much for planning but I do like new tasks, new people, and new experiences when I encounter them.

b. I enjoy new tasks, new people, and new experiences, so I'm planning my life to give me those things. ___73/

55a. I look forward to opportunities to think about "who I am" or "what I want to be."

b. When I think about "who I am" or "who I want to be," I get mixed up inside. ___74/

56a. As long as my life is going along all right it doesn't really matter that much whether I'm making all of the decisions.

b. I get a real sense of satisfaction when I make my own decisions about my life. ___75/

Let's stop for a minute or two. I have a lot of questions for you; so maybe you need some time to stand up and walk around. (Pause) Do you have any questions for me before we go on? (Answer briefly and continue.)

Now, I would like to ask you a few questions about problems you have faced as an adolescent male.

57. In your opinion, and from what you have seen yourself, what are some of the problems you have faced as an adolescent male?

Problem List (probe for at least several problems):

1. _____

2. _____

CARD 1

3. _____

4. _____

5. _____ ___76-77/

58. If you had a personal problem, who or where would you go to for advice or help? (If a person, have respondent specify his relationship to that person.)

_____

_____

(If agency, probe respondent for type of agency.)

_____

_____ ___78/

59. When you ask someone for help with a personal problem, what types of problems do you discuss with them?

Problem List:

1. _____

2. _____

3. _____

4. _____

5. _____ ___79-80/

CARD 2

I.D. #_____ 01-02/

60. Who would you go to first with a problem? Would you say:

1 - Family
2 - Friends
3 - Outsiders (agencies) ___03/

(Respondent's name), again I'm going to read to you a series of two separate statements. As before, after I read the two statements to you, I want you to

choose which statement, that is A or B, you more strongly believe to be the case as far as you are concerned. Because this concerns your personal belief, there are no right or wrong answers.

Are there any questions you would like to ask before we go on?

(Answer Respondent's questions, then begin.)

61a. Children get into trouble because their parents punish them too much.

b. The trouble with most children nowadays is that their parents are too easy with them. ___04/

62a. Many of the unhapppy things in people lives are partly due to bad luck.

b. People's misfortunes result from the mistakes they make. ___05/

71a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time. ___14/

72a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it. ___15/

73a. When I make plans, I am almsot certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. ___16/

74a. There are certain people who are just no good.

b. There is some good in everybody. ___17/

75a. In my case getting what I want has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin. ___18/

CARD 2

76a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it. ___19/

77a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events. ___20/

78a. Most people don't realize the extent to which their lives are controlled by accidental happeinings.

b. There really is no such thing as "luck." ___21/

79a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes. ___22/

80a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends on how nice a person you are. ___23/

81a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three. ___24/

82a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much contol over the things politicans do in office. ___25/

83a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard I study and the grades I get. ___26/

84a. A good leader expect people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their job are. ___27/

CARD 2

85a. Many times I feel that I have little influence over the things that happpen to me.

b. It is impossible for me to believe that chance of luck plays an important role in my life. ___28/

86a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you. ___29/

87a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character. ___30/

88a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking. ___31/

89a. Most of the time I can't understand why politicans behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level. ___32/

Now, I would like to ask you some questions about your sexual knowledge, attitudes, and practices.

The following ten (10) statements that I am about to read to you are to be answered "True" or "False."

After I read each statement, tell me if you think the statement is True or False.

90. It's not right to use birth control?

TRUE - 1 FALSE - 2 ___33/

91. It's O.K. to tell a girl that you love her so that you can have sex with her.

TRUE - 1 FALSE - 2 ___34/

92. If a guy gets a gril pregnant, it's her fault, not his because she should have protected herself.

TRUE - 1 FALSE - 2 ___35/

CARD 2

93. If I got a girl pregnant, I would want her to have an abortion.

TRUE - 1 FALSE - 2 ___36/

94. Birth control is for girls only.

TRUE - 1 FALSE - 2 ___37/

95. Getting a girl pregnant proves that you are a man.

TRUE - 1 FALSE - 2 ___38/

96. Sex education is nothing but a waste of time.

TRUE - 1 FALSE - 2 ___39/

97. A guy should use birth control whenever possible.

TRUE - 1 FALSE - 2 ___40/

98. My friends and I talk about the sex that we have.

TRUE - 1 FALSE - 2 ___41/

99. If I got a girl pregnant, I would not want her to have an abortion because it's wrong.

TRUE - 1 FALSE - 2 ___42/

Those are all the questions I have that require a True or False answer. No, I'd like to ask you some general questions about your sexual behavior.

100. When you first learned about sex, what was your main source of information? Would you say:

1 - Friends
2 - Books
3 - Mother
4 - Doctor (specialist)
5 - Pamphlets
6 - Teacher
7 - Father
8 - Films
9 - Other (please specify)_____ ___43/

101. Thinking back to the very first time you had sex with a girl, how old were you then. ___44-45/

CARD 2

102. Where was it that you had sex with a girl for the very first time? Was it:

1 - In Your Home
2 - In the Girl's Home
3 - In a Friend's Home
4 - In a Hotel or Motel
5 - In an Automobile
6 - Outdoors
7 - At School
8 - Somewhere Else (please specify)

_____ ___46-47/

103. How did you feel after your first sexual intercourse with a girl? Would you say:

1 - Satisfaction
2 - Happiness or Pride
3 - Guilt
4 - Dissatisfaciton
5 - Confusion ___48/

104. When you have sexual intercourse, do you use contraceptives or some form of protection?

1 - Yes
2 - No
3 - Sometimes ___49/

104a. If yes, why? _____ ___50/

104b. If no, why not?_____ ___51/

105. The very last time that you had sex with a girl, did either of you use any kind of contraceptive or birth control method, or do anything else to cut down the risk of the girl becoming pregnant? Would you say:

1 - No, neither of us did
2 - Yes, I did
3 - I don't, and I don't know whether the girl did
4 - Yes, the girl did ___52/

106. What forms of contraceptives have you used?

List those given:

1._____

2._____

3. _____

4. _____

5. _____ ___53/

Now, I have some questions concerning your knowledge of sex.

107. A douche (girl washing herself after sexual intercourse) is a good method to prevent pregnancies.

TRUE - 1 FALSE - 2 ___54/

108. A male's sperm lives less than one day inside a woman.

TRUE - 1 FALSE - 2 ___55/

109. Rubbers help prevent unwanted pegnancies.

TRUE - 1 FALSE - 2 ___56/

110. A gril can most easily get pregnant just before her period begins.

TRUE - 1 FALSE - 2 ___57/

111. Rubbers help prevent V.D.

TRUE - 1 FALSE - 2 ___58/

112. During sexual intercourse, if a male takes out his penis before coming, his girl may get pregnant anyway.

TRUE - 1 FASLE - 2 ___59/

113. Do you see anything wrong in having a child out of wedlock?

YES - 1 NO - 2 ___60/

114. Do you know if you were born out of wedlock?

1 - Out of Wedlock
2 - Legitimate
3 - In Doubt ___61/

115. Do you have any sisters who have had children before they were married, or who became pregnant by a fellow other than their husband? Would you say:

CARD 2

YES - 1 NO - 2 ___62/

116. Do you have any brothers who are unwed fathers? Would you say:

YES - 1 NO - 2 ___63/

117. How do you think you would feel if a gril you had sex with told you she was pregnant?

_____

_____

_____

_____ ___64/

118. If you had gotten a girl pregnant, do you think you would want to help support the baby? Would you say:

YES - 1 NO - 2 __65/

119. Do you think you would want to get a girl pregnant? Would you say:

YES - 1 NO - 2 ___66/

119a. If yes, why? _____

_____

_____

_____ ___67-68/

119b. If no, why not? _____

_____

_____ ___69-70/

Now, I would like to ask you your opinion on a variety of statements.

HAND RESPONSE CARD #2 — These are the possible answers to the statements that I'm going to read to you. After I read each statement, please answer the statements by giving as true a picture of your own beliefs as possible.

CARD 2

A - Strongly Agree B - Midly Agree
C - Agree and Disagree D - Midly Disagree
E - Strongly Disagree

Are there questions before we go on? (Interviewer answer questions and begin.)

120. Most people would rather live in a climate that is mild all year around than in one in which winters are cold. Would you say:

A, B, C, D, or E ___71/

121. Hypocrisy is on the increase in our society. Would you say:

A, B, C, D, or E ___72/

122. In dealing with strangers one is better off to be cautious until they have provided evidence that they are trustworthy. Would you say:

A, B, C, D, or E. ___73/

123. This country has a dark future unless we can attract better people into politics. Would you say:

A, B, C, D, or E ___74/

124. Fear of social disgrace or punishment rather than conscience prevents most people from breaking the law. Would you say:

A, B, C, D, or E ___75/

125. Parents usually can be relied upon to keep their promises. Would you say:

A, B, C, D, or E ___76/

126. The advice of elders is often poor because the older person doesn't recognize how times have changed. Would you say:

A, B, C, D, or E ___77/

127. Using the Honor System of not having a teacher present during exams would probably result in increased cheating. Would you say:

A, B, C, D, or E ___78/

CARD 2

128. The United Nations will never be an effective force in keeping world peace. Would you say:

A, B, C, D, or E ___79/

129. Parents and teachers are likely to say what they believe themselves and not just what they think is good for the child to hear. Would you say:

A, B, C, D, or E ___80/

CARD 3

I.D. #_____07/02/

130. Most people can be counted on to do what they say they will do. Would you say:

A, B, C, D, or E ___03/

131. As evidenced by recent books and movies morality seems on the downgrade in this country. Would you say:

A, B, C, D, or E ___04/

132. The judiciary is a place where we can all get unbiased treatment. Would you say:

A, B, C, D, or E ___05/

133. It is safe to believe that in spite of what people say, most people are primarily interested in their own welfare. Would you say:

A, B, C, D or E ___06/

134. The future seems very promising. Would you say:

A, B, C, D, or E ___07/

135. Most people would be horrified if they knew how much news the public hears and sees is distorted. Would you say:

A, B, C, D, or E ___08/

CARD 2

136. Seeking advice from several people is more likely to confuse than it is to help one. Would you say:

A, B, C, D, or E ___09/

137. Most elected public officials are really sincere in their campaign promises. Would you say:

A, B, C, D, or E ___10/

138. There is no simple way of deciding who is telling the truth. Would you say:

A, B, C, D, or E ___11/

139. This country has progressed to the point where we can reduce the amount of competitiveness encouraged by schools and parents. Would you say:

A, B, C, D, or E ___12/

140. Even though we have reports in newspapers, radio and television, it is hard to get objective accounts of public events. Would you say:

A, B, C, D, or E ___13/

CARD 3

141. It is more important that people achieve happiness than greatness. Would you say:

A, B, C, D, or E ___14/

142. Most experts can be relied upon to tell the truth about the limits of their knowledge. Would you say:

A, B, C, D, or E ___15/

143. Most parents can be relied upon to carry out their threats of punishment. Would you say:

A, B, C, D, or E ___16/

144. One should not attack the political beliefs of other people. Would you say:

A, B, C, D, or E ___17/

145. In the competitive times one has to be alert or soemone is likely to take advantage of you. Would you say:

A, B, C, D, or E ___18/

146. Children need to be given more guidance by teachers and parents than they now typically get. Would you say:

A, B, C, D, or E ___19/

147. Most rumors usually have a strong element of truth. Would you say:

A, B, C, D, or E ___20/

148. Many major national sport contests are fixed in one way or another.

A, B, C, D, or E ___21/

149. A good leader molds the opinions of the group he is leading rather than merely following the whishes of the majority. Would you say:

A, B, C, D, or E ___22/

150. Most ideallists are sincere and usually practice what they preach. Would you say:

A, B, C, D, or E ___23/

151. Most salesmen are honest in describing their products. Would you say:

A, B, C, D, or E ___24/

152. Education in this country is not really preparing young men and women to deal with the problems of the future. Would you say:

A, B, C, D, or E ___25/

153. Most students in school would not cheat even if they were sure of getting away with it. Would you say:

A, B, C, D, or E ___26/

CARD 3

154. The hordes of students now going to college are going to find it more difficult to find good jobs when they graduate than did the college graduates of the past. Would you say:

A, B, C, D, or E ___27/

155. Most repairmen would not overcharge even if they think you are ignorant of their specialty. Would you say:

A, B, C, D, or E ___28/

156. A large share of accident claims filed against insurance companies are phony. Would you say:

A, B, C, D, or E ___29/

157. One should not attack the religious beliefs of other people. Would you say:

A, B, C, D, or E ___30/

158. Most people answer public opinion polls honestly. Would you say:

A, B, C, D, or E ___31/

159. If we really knew what was going on in international politics, the public would have more reason to be frightened than they now seem to be. Would you say:

A, B, C, D, or E ___32/

Now, I have just a few more questions to ask you about yourself and then we will be finished.

160. For what acts or actions were you disciplined (or punished) while growing up?

List acts of actions:

_____

_____

_____ ___33-34/

161. Who disciplined you most frequently?

_____

_____

CARD 3

_____ ___35-36/

162. What punishments were most frequently used as discipline when you were growing up. Would say:

1 - Spankings
2 - Sitting in Corner
3 - Staying in Your Room
4 - No Outside Playing
5 - No TV or Radio
6 - Doing Extra Housework
7 - Blows to Face
8 - Blows to Body
9 - Other punishments (please specify)

_____ 37-38/

163. Which punishments were most effective with you.

_____

_____

_____ ___39/40/

164. Which punishments were least effective with you?

_____

_____

_____ ___41-42/

165. How frequently were you disciplined or punished for the following acts when you were growing up, that is, how frequently were you disciplined for:

(Would you say)

	Often	Some-times	Never	
a. Talking back to adults	_____	_____	_____	___43/
b. Fighting	_____	_____	_____	___44/
c. Staying out late	_____	_____	_____	___45/

d. Not doing homework	_____	_____	_____	___46/
e. Bad reports from school	_____	_____	_____	___47/
f. Cursing	_____	_____	_____	___48/
g. Stealing	_____	_____	_____	___49/
h. Dirty rooms	_____	_____	_____	___50/
i. Not doing chores	_____	_____	_____	___51/
j. Lying	_____	_____	_____	___52/

166. Were you ever given the responsibility of caring for younger sisters or brothers when growing up?

YES - 1 NO - 2 ___53/

(If no, skip to question 168)

167. How did you discipline your brothers and sisters?

_____

_____

_____ ___54/

168. Who has the primary responsibility for caring for your child?

_____

_____ ___55/

169. Who has the primary responsibility for disciplining (or punishing) your child?

_____

_____ ___56/

170. Here is the last question. Is there anything about you that I haven't ask that you think I should know? Anything about your family.

_____

_____

CARD 3

57/

Thank you very much. You've been very helpful.

Interviewer compelte the following after the interview:

171. How interested was the respondent in the interview?

1 - Very Interested
2 - Somewhat Interested
3 - Not Interested
4 - Interest Varied During Interview ___58/

During the interview, did the respondent

170a. Appear Friendly

YES - 1 NO - 2 ___59/

170b. Seem Nervous?

YES - 1 NO - 2 ___60/

171. Length of interview (minutes) ___61-62/